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Person-oriented and process-oriented teachers: An investigation of the links between ESOL Teachers' Personal Belief Systems and approaches to teaching

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Doctor of Philosophy

Aston University

January 2004

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Summary

This thesis looks to two traditions in research into language teaching, teacher beliefs and classroom interaction, in order to investigate the question:

Do teachers of ESOL have an identifiable and coherent system of beliefs about teaching and learning that may account for different approaches to teaching?

A qualitative approach to research is taken, following a case study tradition, in order to carry out an in-depth study into the beliefs of six ESOL teachers. Five teachers participated in an initial pilot study and two subsequently became the main case studies for the research. The beliefs of a sixth teacher were then investigated to verify the findings. Semi-structured interviews and classroom observations were carried out with all the teachers.

The teachers in the study were found to have personal belief systems that cohere around two orientations to teaching and learning – a person orientation and a process orientation. Moreover, the findings suggest that underlying the orientations is the perception that teachers have of their teacher identity, in terms of whether this is seen as a separate identity or as part of their personality.

It is suggested that the two orientations may offer a powerful tool for teacher education as it is increasingly recognised that, in order to be effective, teacher educators must take into account the beliefs that teachers bring with them to training and development programmes.

An initial investigation into the teachers' classroom behaviour suggests that while their methodological approach may be very similar there are fundamental differences in their interaction patterns and these differences may be a result of their orientation. However, while teachers' personal belief systems undoubtedly underlie their approach to teaching, further research is needed to establish the extent and the nature of the relationship between orientation and classroom interaction.

Key words: teacher beliefs, classroom interaction, teacher education, qualitative research, case study

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Chapter 1

Introduction

Over the last twenty years or so there has been a growing interest in TESOL in the study of the interaction patterns found in foreign language classrooms, and research in this area has led to the realisation that the type of interaction taking place in the classroom may play a fundamental role in successful language learning.

Although a classroom can be viewed as '*a socially constructed event*, that is the product of the interactive work of all the people present' (Allwright, 1983:196, quoted in Katz, 1996:58), it is the teacher who generally has responsibility for organising the interaction that takes place there. This is because classroom discourse is a form of institutional talk (Drew and Heritage, 1992) and as such has its own characteristics, as a result of which interaction patterns may be highly constrained, reflecting the asymmetrical role relationship between teachers and learners. In other words, it is usually the teacher who decides who can talk, when and about what (Greenleaf and Warshauer Freedman, 1993:466).

However, even within the apparently rigid framework of classroom interaction, it is necessary only to observe two lessons by different teachers to notice that there is in fact a great deal of variety. The interaction patterns that teachers set up can be very different and this depends to large extent on what Johnson (1995:11) calls teachers' 'frames of reference':

...teachers' frames of reference encompass the range of their prior experiences as students, as second language learners, the nature of their professional knowledge and how that knowledge develops over time, the theoretical beliefs they hold about how second languages are learned and how they should be taught, and the ways in which they make sense of their own teaching experiences.

Previous studies of classroom interaction have led to detailed descriptions of both classroom interaction in general (Johnson, 1995) and specific aspects of it (see for example Cullen, 1998, 2002; Garton, 2002; Nassaji and Wells, 2000; Walsh 2002). However, there has been little attempt to investigate why teachers favour certain interaction patterns over others.

The shift in research into language teaching and learning away from a focus on classroom methodology towards an interest in classroom interaction patterns (see for example Ellis, 1985) has coincided with an increasingly felt need, in TESOL in particular, to put the teacher back on centre stage. Hayes (1996:174) laments that 'Teachers' voices within TESOL are distressingly silent', and Goodson (1992) calls for a reconceptualisation of the educational research agenda so that 'the teacher's voice is heard, both loudly and articulately' (ibid.:112), while Richards (1994) calls for a research agenda based on the study of practising teachers.

A renewed focus on teachers has led to a growing interest in what Freeman (2002:1) calls 'the hidden side of teaching'. This has been brought about by the recognition that understanding teacher thinking is fundamental to understanding their classroom behaviours. Thus, there has been a move away from a product-process view of teaching, where teachers are seen to have a body of content knowledge to transmit to students and a set of methodological principles with which to do so (Freeman, ibid.:4) to the recognition of a complex interrelationship between teachers' beliefs, teacher learning and classroom practice.

These two developments in educational research, classroom interaction and teacher thinking, have taken place completely independently of each other. However, the possible connections between them are apparent. Even from this very brief introduction, it would seem likely that the interaction patterns that teachers set up in their classrooms are determined, at least to some extent, by

their beliefs about teaching and learning. Nevertheless, as Vanpattern (1997) points out, there is relatively little research into why language teachers teach the way they do, or, as he puts it, how language teaching is constructed. This thesis represents a move towards investigating how language teachers construct their teaching.

The original research question posed was:

Do teachers of ESOL have an identifiable and coherent system of beliefs about teaching and learning that may account for different approaches to teaching?

Although previous studies have examined certain aspects of teachers' beliefs, they have generally not attempted to investigate how these beliefs may cohere into a particular orientation towards teaching and learning. Moreover, teachers' beliefs have generally either not been linked to classroom behaviour or have concentrated on one particular aspect of practice, especially looking at elements of teaching methods. There has been little or no attempt to link teachers' beliefs to classroom interaction, with the notable exception of Burns (1996).

The research question, as phrased above, has two distinct aspects, beliefs and practice. Before any link between the two can be established, it is necessary to investigate the possibility of identifying coherent teacher belief systems. The initial pilot study (see section 4.3) revealed that establishing teachers' belief systems requires a complex, in-depth investigation. The research presented in this thesis will thus focus on this first step and on answering the first part of the original research question. Having identified teachers' personal belief systems, a brief preliminary analysis of classroom interaction patterns will be presented, which, rather than showing any definite connections, will simply allow some initial speculation as to the link between beliefs and practice, and indicate directions for further research.

The aims of this research are best addressed by a qualitative approach to research. This is because qualitative inquiry aims to study how people make sense of their experiences and the meaning they give to them; it describes how people perceive their world from their point of view. A qualitative approach, therefore, allows teachers' voices to be heard.

Moreover, previous studies have shown that one difficulty any researcher in the area of teacher thinking faces is how to find out what teachers believe, given that these beliefs are often tacit and unarticulated (see chapter 2 for a discussion of previous studies). As a result, a more in-depth qualitative study with fewer subjects is more likely to offer insights into possible belief systems. Chapter 3 discusses in more detail why a qualitative approach is considered appropriate to the research question in this thesis.

Within the broad approach of qualitative inquiry, the tradition followed in this thesis is that of the case study. It was felt that focusing on a small number of teachers would be potentially more fruitful in attempting to establish belief systems, given the likely complexity of these systems and their potentially individual and contextualised nature. Issues in case study research, including the problem of generalisation are discussed in section 3.3.

In order to collect the data, semi-structured interviews and classroom observations were used. It was thought that semi-structured interviews would allow the teachers space to express their beliefs, both explicitly and implicitly, while at the same time ensuring a focus on the research agenda was maintained. A discussion of interviews can be found in section 3.4.1 while chapter 4 gives a detailed description of their use in the current study.

Classroom observation had the dual function of a) allowing the researcher to see what the teachers actually do in their teaching, which in turn formed the basis for discussion in follow-up interviews and b) providing examples of the

teachers' classroom interaction patterns. Observations are discussed in section 3.4.2, while the complete process of data collection and analysis in this study is outlined in chapter 4.

A total of six teachers participated in the study, five in an initial pilot study, of whom two became the detailed case studies, and one as a final follow-up and verification study. Details about individual teachers are given in section 4.2, while the data collected from each is outlined in section 4.3.

The main part of this thesis is taken up, in chapters 5 to 9 with the analysis and discussion of the data. The data show that ESOL teachers' personal belief systems cohere into either a process orientation or a person orientation to teaching and learning. Chapter 5 describes the data from the initial pilot study, while Chapter 6 goes into more depth with the two main case study teachers. Chapter 7 summarises the two orientations and applies them to a sixth teacher. Chapter 8 briefly attempts to identify the possible link between orientation and classroom interaction, while Chapter 9 returns to the theoretical principles that can be seen to underlie the study and examines its practical implications.

It is important to emphasise that the research presented here makes no attempt to identify 'successful' teaching or teachers and is to be read as entirely non-judgemental. None of the teachers in this study are intended to be thought of as being 'better' or 'more effective' than the others; they can all be considered very successful teachers, highly respected and well liked both by their learners and by their colleagues.

Chapter 2

A review of the Literature

2.1 Introduction

Teacher behaviour is substantially influenced and even determined by teachers' thought processes. These are the fundamental assumptions behind the literature that has come to be called research on teacher thinking. (Clark and Peterson, 1986:255)

The main theoretical background to this thesis lies in the area of teacher thinking. This is a relatively new field, which, according to Freeman's (2002) recent review of studies in mainstream education, dates back more or less to the mid-seventies. A similar review of studies in second language teaching by Borg (2003), shows that it is even more recent in this area, a development which came about with the realisation that, as Johnson (1994:440) points out, while we can learn a lot from research into mainstream education, it is also important to 'establish the instructional considerations that are unique to second language teachers and second language teaching.'

For the novice researcher, this can be a confusing field of study to enter into because it is so extremely diverse, as a glance at any of the reviews carried out over the last fifteen years or so will show (see, for example, Beattie, 1995; Borg, 2003; Clark and Peterson, 1986; Fang, 1996; Freeman, 2002; Kagan, 1990). Thus we find, for example, studies of beliefs (Richardson et. al. 1991), expertise (Tsui, 2003), thinking (Calderhead, 1987), knowledge (Gutierrez Almarza, 1996), practical knowledge (Elbaz, 1983), personal practical knowledge (Connelly et. al. 1997, Golombek, 1998), pedagogical systems (Borg, 1998a), and pedagogical principles (Breen et. al., 2001).

Teacher thinking in these studies is related to classroom practice in such areas as decision-making (Binnie-Smith, 1996; Woods, 1991, 1996), implicit theories (Breen, 1991), grammar teaching (Borg, 1998a, 1999a, 1999b), literacy instruction (Richardson et. al., 1991) and writing instruction (Burns, 1992), to mention just a few. Other studies look at the effect of teacher education (Freeman, 1991; Grisham et al., 2002; Tatto, 1998) or of previous learning experiences (Bailey et. al., 1996) on teacher beliefs.

Other areas of diversity concern whether the research investigates teachers from a specific subject area, such as mathematics, (Simon and Tzur, 1999) or science (Hashweh, 1996) or whether the teachers come from across a range of subjects (Brousseau et. al., 1988). Moreover, some studies look at the beliefs of experienced teachers (Johnson, 1992; Burns, 1996), while others focus on pre-service teachers (Holt-Reynolds, 2000; Johnson, 1994, 1996; Warford and Reeves, 2003)

As a result of this diversity, studies tend to be published across a wide range of journals and are thus not always easy to find. Kagan (1990:456) concludes that

Variation in epistemological tradition, in the way theory is used, and in the way terms are defined renders the literature on teacher cognition highly ambiguous. Although each of these factors alone would not necessarily make a body of literature difficult or uncertain, the coincidence of all these factors may lend an intimidating aspect to this subfield of research.

However, the two recently published reviews mentioned above, by Donald Freeman (2002) for mainstream education and Simon Borg (2003) for TESOL, have gone a long way towards giving a systematic overview of much of the research done to date.

These two reviews also show that previous studies have generally had a fairly narrow focus and have not looked at how teacher beliefs may cohere into a particular orientation towards teaching and learning, and, while many studies

have looked at the effects of beliefs on various aspects of classroom methodology (see for example Johnson, 1992), only Burns (1996) has related these beliefs to classroom interaction patterns.

2.1.1 Defining terms

Before examining some studies in more detail, it is necessary to define the terms 'belief' and 'approach' as they are used in this thesis.

Given the diversity of the research and the plethora of terms outlined in the previous section, one of the biggest problems facing any new researcher in this area is that different terms are often used to refer to the same phenomenon, while the same term might be used differently by different researchers. Moreover, few studies actually define clearly what they mean by the terminology they are using, a fact lamented by Pajares (1992:307), who asserts that

The difficulty in studying teachers' beliefs has been caused by definitional problems, poor conceptualisations, and differing understandings of beliefs and belief structures'

A detailed discussion as to the meaning of the term 'belief' is beyond the scope of this thesis (but see, for example, Nespor, 1987 and Pajares, 1992). For the purposes of the present discussion, beliefs will be defined as

psychologically held understandings, premises, or propositions about the world that are felt to be true (Richardson, 1996, quoted in Peacock, 2001:178)

The set of beliefs that teachers have around the concepts of teaching and learning will be referred to as their 'personal belief system'.¹

¹ From this point on and for the purposes of this literature review, when commenting on particular studies, I will adhere to the term used by the researchers themselves, otherwise, I will use 'beliefs' as the overall term.

One of the first attempts to define approaches to teaching and study how teachers' beliefs might underlie approaches was that of Anthony (1963). Anthony distinguished between 'approach', method' and 'technique', defining approach as:

... a set of correlative assumptions about the nature of language, and the nature of teaching and learning' (Anthony, 1963:64, quoted in Woods, 1996:185).

In TESOL, approach has generally come to be associated with the theoretical principles underlying teaching materials and courses. Thus we find 'the communicative approach' or 'the process approach'. However, in the light of more recent research on teacher beliefs, this view would seem to be inadequate and Woods (ibid.) takes the issue one step further.

In his study of teacher decision-making, Woods (ibid.) develops a complex ethno-cognitive model in order to interpret the data from interviews with eight ESL teachers. In examining planning and decision-making, he found that teachers had a variety of procedures and strategies available and therefore many ways in which what he called 'elements' or 'units' of a course could be carried out. Woods (ibid.:184) concludes that any decision a teacher makes is a result of their underlying beliefs, assumptions and knowledge. He asserts (ibid.:69) that:

Teachers 'interpret' a teaching situation in the light of their beliefs about the learning and teaching of they consider a second language to consist of; the result of this interpretation is what the teacher plans for and attempts to create in the classroom

Woods (ibid. 190) therefore defines a teacher's approach to teaching in terms of their underlying beliefs, knowledge and assumptions about language, language learning and language teaching. This more individualised view of approach is the one taken in this thesis and it should be noted that it implicitly rejects any correlation between approach, method and technique. As will be

shown in chapter 7, teachers may follow very similar methods and techniques, but show fundamentally different approaches, in that what they attempt to create in their classrooms, consciously or unconsciously, can vary greatly.

Whatever the difficulties in entering this field and the diversities encountered, all researchers agree on the importance of studies into teachers' beliefs and all recognise the complex interrelationship between teacher beliefs, teacher learning and classroom practice. As a result of this:

.... research on teaching and learning has shifted from a unidirectional emphasis on correlates of observable teacher behaviour with student achievement to a focus on teachers' thinking, beliefs, planning and decision-making processes (Fang, 1996:45)

There are important implications here, not only for education in general, but especially for teacher education insofar as

For teacher education to be fully effective, it is crucial to examine how teachers arrive at their explanations and understandings of what they do in their classroom practice (Freeman 1991:439)

Johnson (1994:439) identifies three basic assumptions underlying the growing body of research into teacher beliefs:

1. Teachers' beliefs have an effect on what teachers do in the classroom insofar as beliefs affect perception and judgment.
2. Teachers' beliefs are fundamental in learning to teach in that they influence how new information about learning and teaching is interpreted and how it becomes classroom practice.
3. Understanding teachers' beliefs has an important role to play in improving teacher education.

In the remainder of this chapter, I will briefly outline some of the areas that have been researched in the field of teacher thinking, together with the main findings. Given that the present study aims, firstly, to present a wider picture

of teacher beliefs than has commonly been the case in previous studies, and secondly, to see how these beliefs might form a coherent orientation to teaching and learning, previous studies on beliefs concerning a whole variety of aspects of teaching and learning will be relevant to the discussion.

In the next section, a brief overview of some of the early studies in the field will be given. After that, some specific examples of work on teacher beliefs from both mainstream education and TESOL will be outlined, focusing on the research that is most relevant to this thesis. Loosely following Borg (2003) the studies will be organised into three main themes:

- a. Those which focus on the effects of experience (both as language learners and teachers) on teachers' beliefs
- b. Those which investigate the influence of teacher education on beliefs
- c. Those which look at how beliefs affect classroom practice.

Although this study, as stated above, aims to take a relatively wide view of beliefs, it must be emphasised that this review is necessarily selective and cannot claim to give a complete picture of the field. I present, from the vast range of research that has been carried out, those studies that would seem to be most relevant to the current research. The focus throughout is on studies in TESOL, although a few of the many studies in mainstream education are also cited.

2.2 Early studies

Most initial studies in the field of teacher beliefs were based on two main assumptions:

- a. Beliefs can be somehow be measured and then generalised.
- b. There is a direct and consistent correlation between teacher beliefs and teacher behaviour.

As a result of these assumptions, a decontextualised approach to studying beliefs was common, using a large sample of teachers but with little observation of actual classroom practice (see, for example, the reviews in Beattie, 1995; Clandinin and Connelly, 1987; Clark and Peterson, 1986; Fang, 1996; Kagan, 1990).

Moreover, the second assumption led to positions such as that of Munby (1982:216, quoted in Pajares 1992:326) who even went as far as to claim that where there appears to be an inconsistency between beliefs and behaviour, then either the instrument or the model chosen is at fault. Thus a relationship between beliefs and behaviour was assumed rather than investigated.

These proved to be weaknesses in early studies, leaving them open to criticism (Clark and Peterson, 1986:255; Clandinin and Connelly, 1987:496). Fang (1996:52-53) notes that the assumption of a direct relationship between belief and action may be flawed. Alongside studies such as Richardson et. al. (1991) which identify a consistency between beliefs and practice, other studies show basic inconsistencies (see Fang, *ibid.*:53 for a discussion of these). Fang's conclusion is that contextual factors may be a powerful influence on the relationship between beliefs and behaviour and the complex nature of the classroom can constrain teachers:

First and foremost, although the growing body of research on teachers' thought processes continues to question whether teachers are able to provide instruction which is consistent with their theoretical beliefs, few have explicitly addressed a practically more important concern, that is how teachers can apply their theoretical beliefs within the constraints imposed by the complexities of the classroom life. (*ibid.*:59)

Moreover, as Cumming (1989:46-47 cited in Burns, 1992:57-58) notes:

The kinds of practical knowledge which teachers use in teaching, appear to exist largely in very personalised terms, based on unique experiences, individual conceptions, and their interaction with local contexts. It tends to have a personal significance which differs from prescribed models of educational theory

If teachers' beliefs and their relationship to practice cannot be assumed and if these beliefs tend to be highly individualised and context dependent, at least to some extent, then early studies focusing on large groups of teachers and aiming at generalisations could only go so far in their explanations of beliefs and practice.

Beattie (1995) notes that more recently there has been a shift in studies on teachers' beliefs from an emphasis on the researcher's perspective to that of the teacher, with a consequent increase in qualitative approaches, in particular educational ethnography. This has meant a move to more descriptive studies using naturalistic inquiry with the goal of observing and understanding. Some of these studies are reported in the next section.

2.3 More recent studies

In this section, some more recent studies are examined, adapting the themes identified by Borg (2003). Thus the studies are divided into those that look at the relationship between a) beliefs and experience, b) beliefs and teacher education and c) beliefs and practice. This division is a convenient one to adopt, although, as will be seen below, there are considerable areas of overlap.

For the current research, studies on the relationship between beliefs and classroom practice would seem to be most relevant. However, it can be useful not only to examine teachers' beliefs but also to gain an insight into where they might originate. As the influence of experience and of teacher education on teacher beliefs have both been widely studied and as they both proved to be significant categories in the case studies carried out for this thesis, it is deemed worth examining previous research in these areas too.

2.3.1 Teacher beliefs and experience

The claim is frequently made that teacher beliefs are more strongly influenced by the teacher's own experiences of learning and teaching than by teacher education (Tatto, 1998).

This is a significant claim and it becomes important, especially if research into teacher beliefs is to have practical relevance for teacher education programmes, not only to look at the beliefs that teachers hold but also where these come from in order to understand how it might be possible to change them. Pajares (1992:317), for example, asserts that:

the earlier a belief is incorporated into the belief structure, the more difficult it is to alter, for these beliefs subsequently affect perception and strongly influence the processing of information. It is for this reason that newly acquired beliefs are most vulnerable.

In particular, it is maintained that pre-service teachers already have strong beliefs about teaching as a result of what Lortie (1975) calls 'the apprenticeship of observation', the years spent as pupils observing what it means to be a teacher.

There are a great many studies which focus on the question of the effects of experience on teacher beliefs. By experience I mean both previous experiences of schooling, especially as second language learners, and teaching experience. However, most studies have been concerned with the effect of the former on pre-service teachers.

Three studies in TESOL with related findings are those of Bailey et al. (1996), Gutiérrez Almaraz (1996), and Johnson (1994). All three studies found that their 'apprenticeship of observation' had a very strong influence on pre-service trainees.

Bailey et al. (1996) specifically examine the influence of a teacher's own experience as a learner on how they teach. They found that beliefs about 'good' or 'bad' teaching were strongly influenced by models teachers were exposed to as learners. Moreover, even in cases where training did seem to have an effect, when faced with difficult situations in the classroom, the teachers reverted to teaching as they had been taught and not in a way conducive to the learning environment that the training programme wished to encourage. Bailey et al. (ibid.) concluded that the 'apprenticeship of observation' is very important in determining how trainees teach and even where new approaches have been learned in teacher training, these are not accessible during difficult moments in the classroom.

Gutiérrez Almarza (1996) also investigates the origin and content of student teachers' knowledge, and how it relates to the way they teach in teaching practice. She found that her student teachers' knowledge was based not only on their observation of teachers but also on their informal language learning experiences. While her foreign language trainees adopted the methodology they had been introduced to on their course, their beliefs about learning and teaching tended to remain unchanged. Gutiérrez Almarza (ibid.) concludes that the relationship between teacher education and teacher beliefs is a complex one as student teachers draw on a whole range of knowledge sources. However, there was evidence that the teacher education programme did play a role in the trainees' practice, although the way they talked about this practice was deeply rooted in their pre-training assumptions and experience. This raises the interesting question as to the extent to which trainees may pay lip service to what they are taught during pre-service training, driven by the need to pass the course, while their underlying beliefs remain basically unchanged.

Finally, Johnson (1994) looked at the beliefs of pre-service ESL teachers about second language teachers and teaching and their perceptions of their practices during the practicum. She found that previous formal learning experience was

the most powerful influence on teachers' images of themselves as teachers, on their teaching and on their perceptions of their own practices. Even though they were critical of their teacher-centred practices, the teachers in the study found that they could not change. Any conceptions of alternative practices were based on informal experiences as language learners but they found that they were unable to translate these experiences into classroom practice. Traditional images of teachers overrode their projected images of themselves. Johnson (*ibid.*) suggests that difficulties in changing beliefs may be because teachers do not have alternative images to act as a model.

These studies therefore seem to indicate that the 'apprenticeship of observation' is a powerful influence on pre-service teachers' beliefs and this is consistent with research into belief systems, which shows, as mentioned above, that the earlier a belief is incorporated into a system, the more resistant it is to change.

The studies cited above all concern pre-service teachers and much less has been done to examine the more long-term effect of the apprenticeship of observation on more experienced teachers. While this is not the central focus of the current study, when looking at how beliefs may cohere into a single orientation, it is an aspect that may clearly prove to be important and cannot therefore be overlooked.

2.3.2 Teacher beliefs and teacher education

As outlined above, many studies have focused on the role of experience in forming teachers' beliefs and the importance of this for teacher education has already been mentioned. Closely linked to this research is another group of studies that look explicitly at the effect of teacher education both on forming new beliefs and on changing existing ones.

Taken as a whole, the studies seem to show that teacher education may have a limited effect on teacher beliefs and, even where there appears to be most change, there is no evidence that this change is more than superficial and temporary. It is true, however, that few studies have actually followed up with the teachers after they have left the training programmes.

One example in this area is Holt-Reynolds (2000). She found the pre-service English literature teacher in her case study had considerable difficulty in translating the constructivist pedagogy she was being taught on her teacher education programme into actual classroom practice. In particular, while the teacher and her fellow participants all accepted that student participation is important, they had little idea of what their role should be during classroom discussions. Holt-Reynolds (*ibid.*:29-30), concludes that, while the teacher in her study had learned the practical lessons she had been taught about constructivist pedagogies, she had failed to understand the theoretical principles underlying them and was therefore unable to apply them to the classroom.

Brown and McGannon (1998) looked at the beliefs about language learning among pre-service ESL and LOTE (Languages other than English) secondary school teachers. They administered the questionnaire from Lightbown and Spada (1993:xv) on second language acquisition to their cohort of teachers both before and after teaching practice. Leaving aside some differences between the ESL and LOTE teachers, Brown and McGannon also noted a slight shift in the opinions expressed before and after teaching practice.

Although the researchers appear to imply that this is due to the experience of teaching practice (*ibid.*:4), it must also be remembered firstly, that the vast majority of these student teachers had some prior classroom experience and secondly, that between questionnaires, they had been exposed not only to the complexities of the classroom but also to method input sessions as part of their

course. There is at least a possibility that these apparent shifts in beliefs could be as a result of theoretical input and it remains to be seen if they were reflected subsequently in actual classroom practice.

Peacock (2001) carried out a study of the beliefs about language learning of 146 pre-service ESL teachers over a three-year training programme and compared them to those of experienced teachers. He found that no significant changes took place in what he considered to be the most important mistaken beliefs (concerning the role of vocabulary and grammar in language learning) as a result of the programme and the mismatch in the beliefs of trainee and experienced teachers remained. However, he found some evidence that subsequent explicit attention paid to the mistaken beliefs did lead to some change.

This study is interesting for two reasons. Firstly because, like other studies, it would seem to confirm the limited influence of teacher education on beliefs. However, it is the only study where explicit work on changing beliefs was carried out as part of the programme and this appeared to be successful. Secondly, it is interesting because it suggests that experienced and pre-service teachers have different beliefs about key areas of teaching and learning and this seems to imply that beliefs do change over time, leading to the question as to what brings about this change.

In one of the few studies of experienced teachers, Freeman (1991) takes a slightly different approach to looking at the way teacher education may affect teachers' thinking about their practice. He investigated, over a period of eighteen months, how experienced foreign language teachers' conceptions of their practice evolved as a result of the development of a shared professional discourse that emerged from participation in a teacher education programme. Freeman (*ibid.*) found that as a result of being able to better articulate their thinking using the shared discourse, the teachers gained greater control over

their classroom practice. However, the question remains open as to whether the shared discourse simply enabled the teachers to 'make the tacit explicit', i.e. the conceptions they articulated already existed before the training programme or whether it was participation in the training programme that led to the formation of these conceptions. Freeman (ibid:453) concludes that both processes were actually 'taking place simultaneously and interactively'. Therefore, there seems to be a dialectical relationship 'in which familiar and tacit knowledge interacts with - and is shaped by - newly explicit understandings.' (ibid.)

These studies all seem to indicate that investigating the possible influence of teacher education on the belief systems of the teachers in the current research is another important area to look at.

2.3.3 Teacher beliefs and classroom practice

In the previous two sections we have examined possible sources of teacher beliefs. This section represents a fundamental shift in that we are now focusing on the effects of those beliefs on practice.

Studies that relate teachers' beliefs to classroom behaviour, especially more recent research, tend to concentrate on one particular area of practice. For example, Richardson et. al. (1991) and Roehler et. al. (1988) both look at the effect of teacher thinking on practices in teaching reading comprehension. These studies are mainly focused on discovering whether there is consistency between beliefs and practice or not.

One example of a study carried out in mainstream education is that of Richardson et al. (1991). Using interviews and observations, they studied the relationship between beliefs and practices of thirty-nine teachers in teaching reading comprehension. They concluded that there was a consistency between beliefs and classroom practice.

Within TESOL there are various studies, the findings of which have certain similarities: a) beliefs and practice are basically consistent and b) beliefs are highly individualised and it is difficult to identify patterns across teachers.

In TESOL, Breen et. al. (2001) examined the relationship between what they call 'teachers' principles' and the classroom practice of 18 experienced ESOL teachers through interviews and observation. The teachers were observed and then interviewed immediately after the observation. They were asked to describe their practice and give reasons for what they did. The researchers drew up a list of 200 principles, which they then divided into five broad categories of teacher concern:

- a. the learning process
- b. the attributes of the learner
- c. the classroom and its resources
- d. the subject matter
- e. the role of the teacher (ibid:484)

All of these categories are significant in the current study too. In Breen et al's (ibid.) study the researchers were also looking for a set of common principles and practices across teachers. They found that the teachers in the study shared some principles but that others were individual. They concluded that teachers seem to have personal configurations of principles realised through a set of preferred practices and that a single principle can be expressed through a variety of practices while each practice may be the realisation of more than one principle. There did seem to be a fundamental consistency therefore between principles and practice among this group of teachers. When discussing the research implications of their study, Breen et. al. (ibid:498) assert that:

We cannot assume or predict the actual classroom behaviour of teachers only from the rationale they provide for the ways they prefer to work through interview or questionnaire data. We cannot deduce language pedagogies on the basis of teachers' accounts of how they work without reflecting with them on *actual instances* of practice.

However, retrospective rationalisation of classroom actions such as those studied by Breen et al. (ibid.) must lead to some doubt as to whether these were *post hoc* justifications rather than an expression of deeply held beliefs. While it is undoubtedly desirable to reflect with teachers on concrete examples of their practice, I would argue that it is also necessary to try to establish their overall personal belief systems as separate from specific actions in order to compare the two. The current study attempts to go some way in that direction.

Binnie-Smith (1996) looked at teacher beliefs about teaching and learning from a wider perspective, similar to the approach taken here, in order to investigate the effect on teacher decision-making. Like Breen et. al. (ibid.), she found that beliefs were complex and 'teacher-based', but she too found an internal consistency between individual beliefs and practices.

Woods (1991) investigated ESL teachers' decision-making and in particular their interpretation of the curricular, teaching and learning process. He found that teachers' decision-making was consistent with their beliefs about teaching and learning but that the teachers' beliefs and decisions were different from each other. Wood's study, like that of Breen et al. (ibid.) and Binnie Smith (ibid) would seem to show that, while teachers' beliefs and practice may be consistent on an individual level, it is difficult to find a set of shared beliefs and practices across the profession.

A slightly different focus is that of Johnson (1992) who studied the relationship between theoretical beliefs about second language learning and teaching and the methodology used in ESL literacy instruction. Thirty teachers were interviewed and a) asked to describe an ideal ESL classroom in terms of certain instructional characteristics, such as the procedures, techniques and materials they would use; b) given three lesson plans (reflecting rule-based, skills-based and function-based methodology) and asked to elect the one that most closely corresponded with their beliefs; c) given a beliefs inventory with fifteen statements and each had to select the five closest to their beliefs. Johnson

(ibid.) found that most teachers had a dominant theoretical orientation, and that there was a correspondence between orientation and years of teaching, which suggested the teachers adopted the theoretical approach which was dominant when they entered teaching. On the one hand, this would seem to confirm the difficulties in changing beliefs, once entrenched, but on the other it would also seem to suggest an influence of at least initial teacher education, unlike other studies, including one of Johnson's own (Johnson, 1994). Like the previous studies mentioned, Johnson (ibid.) also found consistency between orientation and practice.

Another major study in TESOL is that of Borg (1998a, 1999a, 1999b), who carried out a detailed investigation into the effect of EFL teachers' 'personal pedagogical systems', which he defines as 'stores of belief, knowledge, theories, assumptions and attitudes' (1998:9) on how they teach grammar.

Borg (1998a:28) notes that

the literature on teachers' pedagogical beliefs has identified a range of issues teachers have complex, interacting beliefs about. These issues include beliefs about students, themselves (i.e., teachers' self-perceptions), the subject matter being taught, teaching and learning, curricula, schools, the teacher's role, materials, classroom management, and instructional activities

This was confirmed in Borg's own study where the teacher in Borg (1998a)

... revealed a network of interacting and potentially conflicting beliefs about a wide variety of issues related not only to L2 teaching but also to teaching and learning in general (ibid:28)

He also studied the factors influencing the formation of personal pedagogical systems. For example, for the teacher described in Borg (ibid.), initial teacher training proved to be of fundamental importance and was so strong that it appeared to be resistant to classroom experiences that challenged it. Thus, he followed the communicative, student-centred approach he had been taught in teacher training even in the face of student calls for more explicit grammar

teaching. However, over the longer term, this teacher did adapt his teaching in the light of new information received through in-service training.

A different teacher in Borg (1999a) used both inductive and deductive strategies in grammar teaching, which she justified with reference to her own teaching and learning experiences. Borg (1999b) investigated the use of grammatical terminology in EFL lessons by four different teachers. He concluded that experiential, cognitive and contextual factors all influenced the teachers' practices in this area (*ibid.*:118). Like the previous studies mentioned, although there were areas of overlap, Borg (*ibid.*) found that each teacher had developed a highly individual position.

That a range of factors may contribute to teachers' belief systems and that a series of beliefs tend to develop together is confirmed by Johnson (1996). By carrying out a case study of one teacher at the beginning of her career, during the practicum phase of her training, Johnson found that her teacher's conception of herself as a teacher, of foreign language teaching, of her knowledge about the students and her ability to cope with the realities of the classroom did not evolve separately but all seemed to be interdependent and to influence each other. This would seem to suggest that studying only certain aspects of teachers' beliefs may give a limited picture.

All the studies mentioned in this section so far seem to indicate that two basic assumptions can be made:

1. Teacher belief systems tend to be highly individualised and influenced by context. Therefore a case study approach to studying beliefs would seem to be the most appropriate, allowing for the in-depth investigation of a small number of teachers in their working contexts.
2. Beliefs do form a system and various aspects of this belief system develop simultaneously and are mutually dependent. Therefore more

insights are likely to be gained from looking at beliefs as a coherent system, rather than as just one specific aspect of beliefs.

These assumptions implicitly underlie the work of Burns (1992, 1996). Burns (1992) looked at how the beliefs of six experienced ESL teachers influenced their classroom practice when they worked for the first time with beginners on an Adult Migrant English Program in Australia, in particular in writing instruction. She identified five areas which seemed to influence classroom practice in writing instruction: a) beliefs about the nature of language, b) beliefs about the relationship between spoken and written language, c) beliefs about the nature of learning a language for beginners and relevant strategies, d) beliefs about learners, e) beliefs about the nature of the language classroom and the teacher's role. Excluding the beliefs specifically concerned with writing instruction, the categories are similar to some of those found in the current study.

In one of the very few studies to look at the influence of beliefs on classroom interaction, Burns (1996) looked in detail at one teacher, Sarah. She identified three different contextual levels in teacher thinking: the institutional level, the classroom level and the instructional level and found that underlying Sarah's classroom practice was a network of beliefs which constituted '*theories for practice*', as opposed to '*theories of practice*', which are the usual focus of teacher education programmes. Burns concludes (ibid:174-175):

... these implicit theories for practice, motivated by the multilevel contexts surrounding specific classroom activities, appear to activate and shape patterns of classroom interaction, roles and relationships, and therefore, to create for learners particular kinds of opportunities for learning. Personalized theories for practice, then, should be considered not as adjuncts or ancillaries to classroom behaviour but as the motivating conceptual frameworks shaping what teachers do when they teach.

2.3.4 Two studies in detail

The above review gives some idea of the range of studies that have been carried out in the area of teacher beliefs and that look at themes which have some bearing on the current study. However, two pieces of research will be treated separately and in more detail because of the particular relevance that the results of the studies have for the findings of the research that is reported here. Interestingly enough, neither of these studies is from TESOL, although the first does concern foreign language teachers.

Meijer et. al. (1999) looked at what they call 'teachers' practical knowledge' in the specific field of teaching reading comprehension. They define a teacher's practical knowledge as

the knowledge and beliefs that underlie his or her actions; this kind of knowledge is personal, related to context and content, often tacit, and based on (reflection on) experience. (ibid.:60)

The purpose of their study was to look for patterns in teachers' practical knowledge while still keeping in mind its individual and personal nature. The thirteen teachers in the study all taught foreign languages to 16-18 year olds in the Netherlands. The methods used were structured open interviews and a concept mapping assignment, whereby the teachers were asked 'to generate concepts related to the topic of 'teaching reading comprehension' and to organise these concepts into a map' (ibid.:62). The teachers were subsequently asked to explain their concept maps.

In analysing their data Meijer et. al. (ibid) developed six categories to describe teachers' practical knowledge, based on those identified in Van Driel et. al. (1998, cited in Meijer et al., 1999). These are a) subject matter knowledge, b) student knowledge, c) knowledge of student learning and understanding, d) knowledge of purposes, e) knowledge of curriculum, f) knowledge of instructional techniques. From their analysis, the researchers (ibid.) concluded that the first three categories and the relationships between them were the most

significant for understanding teachers' practical knowledge and that this could be divided into three typologies according to which of the three categories was dominant in each teacher's approach to teaching. Thus they identified a) subject-matter oriented teachers, b) student-oriented teachers and c) student-learning oriented teachers. Interestingly enough, they also found a correlation between the teacher's background in terms of teaching training and type of orientation. Finally, the researchers acknowledge that teachers did not necessarily show clear-cut examples of a pattern but ten of the thirteen teachers in the study showed an emphasis towards one of the three orientations.

This study, like the research reported in this thesis, found that teachers tend to group into a very limited number of orientations to teaching and the categories found are similar in many ways to those in the present study, even though the aims of the research and the specific question investigated are very different.

The second study, the findings of which are particularly relevant to the current research, is that of Samuelowicz and Bain (1992, 2001), examining academics' conceptions about teaching and learning. The researchers carried out two studies, an initial one with thirteen academics from science and social sciences in a British and an Australian university (ibid:1992) and then a subsequent study with thirty nine academics from a range of disciplines in three universities in Australia (ibid.:2001). In both studies semi-structured interviews were used with questions focusing on beliefs about teaching, knowledge, student learning, and the links between teaching and learning.

Using grounded theory to analyse the data (Strauss and Corbin, 1997), they identified seven orientations across nine belief dimensions. The nine belief dimensions that they used were: desired learning outcomes, expected use of knowledge, responsibility for organising and transforming knowledge, nature of knowledge, students' existing conceptions, teacher-student interaction, control of content, professional development, interest and motivation. The

beliefs expressed by the teachers were subsequently classified in one of four categories a) teaching centred, b) teaching centred but with aspects of learning centredness, c) learning centred but with aspects of teaching centredness, d) learning centred. By looking at how beliefs were clustered within these four categories for each teacher, the researchers identified the seven orientations. Three orientations were described as teaching-centred (with the most teaching-centred first): imparting information, transmitting structured knowledge, providing and facilitating understanding. Three orientations were described as learning-centred (the most learning-centred first): encouraging knowledge creation, negotiating understanding and preventing misunderstandings. A seventh orientation, helping students develop expertise, was seen as between the two. The researchers concluded that the seven orientations could be basically divided into two very broad groups, teaching-centred and learning-centred.

Again, Samuelowicz and Bain's (ibid.) basic division of teaching-centred and learning-centred orientations is very similar in many ways to the current study, in spite of the fact that both the context and the research question investigated are very different.

2.4 Conclusion

Given the complexities of the relationship between beliefs, practice and context, by looking closely at teachers' personal belief systems, rather than just investigating one aspect of their beliefs, we may be able to account more fully for the relationship between beliefs and practice. It may also be the case that, while there appears to be a discrepancy between teachers' expressed beliefs and classroom *methodology*, there could still be fundamental consistency between beliefs and classroom interaction. This is one aspect that the current research aims to examine.

It can be seen from the review carried out here that the field of teacher beliefs is rapidly expanding and we are gaining new knowledge all the time. As already mentioned though, the majority of previous studies have focused on teachers in teacher education programmes. This is undoubtedly useful for the profession as teacher education, and especially pre-service teacher education, is a significant moment in any teacher's career. However, as Richards (1994:403) notes:

Much of the research in TESOL to date has been based on groups attending courses in professional development, but if we are to understand how teachers know we need to be with them in their places of work.

For this reason, the research reported on here concerns mainly experienced and highly qualified teachers who cooperated with the researcher during their normal working lives. Moreover, the researcher is a fellow professional, working in the same context as some of the teachers (see chapter 4 for a discussion of these issues). Therefore, the whole research process is embedded in the professional lives of the teachers involved.

Chapter 3

Research Methodology

3.1. Introduction

This chapter describes the research tradition within which the current study positions itself. The next section will explain the reasons for adopting a qualitative approach, while section 3.3 will explore the use of case studies. Section 3.4 will describe the specific research methods chosen, interview and observation, and section 3.5 will look at issues in data analysis. Finally, the question of credibility in qualitative research will be discussed in section 3.6.

Before going any further it is necessary to explain the terminology used in this chapter, as the terms that describe research methodology vary considerably, with several different uses of the same term. In this chapter, I will follow the definitions used by Richards (2003). Thus, paradigm will refer to the underlying set of basic beliefs, e.g. Post-positivism, Constructivism, Critical Theory. Tradition is used to describe 'A historically situated approach to research covering generally recognised territory and employing a generally accepted set of research methods.' (Richards, *ibid.*:12). Examples are Ethnography, Grounded Theory and, in this thesis, Case Study. Finally, method is a way of collecting and analysing data, for example, interview, observation, recording, documents.

3.2 Why Qualitative Research?

In order to answer the question why a qualitative approach to research has been adopted for the current study, it is first necessary to define what qualitative research is.

One of the most succinct definitions is that of Denzin and Lincoln (1998b:3):

Qualitative Research is multimethod in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical interactional, and visual texts – that describe routine and problematic moments and meanings in individuals' lives. Accordingly, qualitative researchers deploy a wide range of interconnected methods, hoping always to get a better fix on the subject matter at hand.

The basic aim of qualitative research is 'to understand better some aspect(s) of the lived world' (ibid.), aiming at detailed descriptions of people's perceptions.

Given the range of studies that come under the title of 'qualitative research' (Silverman, 2001:25), it is very difficult to identify the characteristics that they may have in common. Silverman (ibid:38) presents a table of 'preferences', adapted from Hammersley (1992:160-172):

-
- 1 A preference for qualitative data – understood simply as the analysis of words and images rather than numbers.
 - 2 A preference for naturally-occurring data – observation rather than experiment, unstructured versus structured interviews.
 - 3 A preference for meanings rather than behaviour – attempting 'to document the world from the point of view of the people studied' (Hammersley, 1992:165).
 - 4 A rejection of natural science as a model.
 - 5 A preference for inductive, hypothesis-generating research rather than hypothesis testing (cf. Glaser and Strauss, 1967)
-

Silverman (ibid.) points out that Hammersley (ibid.) himself recognises that this list of preferences represents a gross overgeneralisation, and, if taken as a true representation of the features of qualitative research, leaves the approach open to criticism (see Silverman, 2000:9-11). However, it can be taken as a fair

portrayal of the main features of qualitative research and it certainly captures the preferences underlying this thesis.

Richards (2003:8) offers three reasons for looking towards qualitative approaches to research. Firstly, quantitative research can only go so far as it is

not designed to explore the complexities and conundrums of the immensely complex social world that we inhabit. (ibid.)

Thus, if we are looking for a deeper understanding of some aspect of our social world, we need to look beyond quantitative methods.

Secondly, as Richards notes (ibid:9), a qualitative approach to research is 'a person-centred enterprise.' The complexities involved in trying to improve our understanding of people in their natural context and the considerable variables that are at work mean that an alternative to experimental research is essential.

Finally, there is the 'transformative potential for the researcher' (ibid:9). In qualitative research the researcher has to be actively involved and must be constantly addressing his or her own role in the research process and may be deeply affected by it. For this reason, Richards (ibid.) prefers the term qualitative 'inquiry' as better reflecting the idea of 'personal inquiry and discovery'.

Many of the studies indicated in the previous chapter point to the highly individualised and contextually-dependant nature of what is being studied here. Therefore, a quantitative approach, based on the use of questionnaires or survey instruments, is unlikely to lead to many insights. This is because such methods are generally aimed at a large number of people, and may not capture the individual nature of belief systems. Moreover, given that the aim of quantitative research is usually generalisation, there may be less space for context-specific answers. As the current study aims at investigating teachers'

own perceptions of teaching and learning by giving individual teachers a voice and focusing on their perceptions, language, actions, thoughts and feelings (Johnson 1994:441), then a qualitative approach is clearly the most appropriate.

Within this paradigm many traditions exist, such as ethnography, grounded theory and case study (Richards, 2003:13). The tradition that has been followed here is that of the case study and the reasons for this choice will be outlined in the next section.

3.3 Case Studies

Hammersely and Gomm (2000:4) list the features of research based on case studies:

1. A small number of cases is studied (maybe only one).
2. Data are collected and analysed about a large number of features of each case.
3. Cases are naturally-occurring.
4. The priority is not to quantify data.
5. Interest may not go beyond understanding the case being studied, i.e. there may be no concern with 'theoretical inference or empirical generalization'. Otherwise, alternative approaches to generalization, such as 'naturalistic generalization' (Stake, 2000) or 'transferability' (Lincoln and Guba, 2000) may be seen as relevant.

Richards (2003:20) points to some of the difficulties in pinning down with any precision what exactly 'case study' means. He suggests, however, that

All that really matters is that the focus of the research should be on a particular unit or set of units – institutions, programmes, events and so on – and the aim should be to provide a detailed description of the unit(s).

Stake (1998:103) outlines what he sees as 'the major conceptual responsibilities of the case study researcher:

1. Bounding the case, conceptualizing the object of study;
2. Selecting phenomena, themes, or issues – that is, the research questions – to emphasize;
3. Seeking patterns of data to develop the issues;
4. Triangulating key observations and bases for interpretation;
5. Selecting alternative interpretations to pursue;
6. Developing assertions or generalizations about the case.

In this thesis the first point is not an issue as the cases presented are individual teachers and therefore clearly bounded. Point 2 has been accounted for in the statements already made concerning the research questions, while points 3, 4 and 5 will be accounted for in detail in subsequent chapters. Point 6 remains problematic and represents one of the most controversial issues, not only in case study research but in qualitative inquiry in general. Generalisability in case studies is discussed below, while wider issues of credibility in qualitative inquiry will be discussed in section 3.6.

Stake (ibid.:88-89) also identifies three types of case study: collective, intrinsic and instrumental. Collective case studies are those focusing on several cases in order to carry out a wider, more general investigation. An intrinsic case study is undertaken to obtain a better understanding of the particular case being researched, while an instrumental case study is carried out for the insight it can give into a particular issue. The case studies presented here have elements of intrinsic case studies, but can be seen as mainly instrumental.

One of the questions in case study research lies in how the research is reported. An interpretative study such as this one, based on a socially constructed view of knowledge and which tries to develop an emic perspective has a

responsibility to give a voice to the participants in the research process. However, as Stake (1998:93) points out:

Even though committed to empathy and multiple realities, it is the researcher who decides what is the case's own story, or at least what of the case's own story he or she will report. More will be pursued than was volunteered. Less will be reported than was learned what is necessary for an understanding of the case will be decided by the researcher.

Therefore, the researcher has to inevitably make choices, selecting data and 'finding the story that best represents the case' (ibid:93), but also making all the data available so that other researchers can verify if they agree with the representation or not.

Another issue concerns the comparability of case studies. Stake (ibid.:97) is critical of comparative case studies, maintaining that they detract from a deep understanding of the particular case. By looking at only some attributes across cases, data that do not facilitate the comparison may be ignored. One way of trying to avoid this difficulty and the one that has been adopted here is that of always presenting 'disconfirming evidence' (Erikson, 1986:147), data which do not seem to fit into the emerging patterns, and attempting to account for them.

As mentioned above, one criticism of case study research is that it is not generalisable. The response of some researchers is that case study research should not aim at making generalisations and that its importance lies, not in what cases have to say about a wider section of the population but in the resonance they have for others. Thus, Stake (2000) talks about 'naturalistic generalizations', which develop through the vicarious experience that case studies can bring about in others.

Lincoln and Guba (2000) refer to the transferability of case studies from one context to another based on the idea of 'fittingness', defined as 'the degree of congruence between sending and receiving contexts. If Context A and Context

B are 'sufficiently congruent, then working hypotheses from the sending originating context *may* be applicable in the receiving context.' (ibid:40).

An important point to note about both naturalistic generalisations and transferability is that it is not the responsibility of the researcher to make generalisations, but rather, he or she must ensure that the case investigated is described in sufficient detail so that readers will be able to draw their own conclusions as to the relevance of the case to them and its applicability to their context.

The researchers cited so far have all been concerned with social inquiry in general. In education, and specifically where teachers are the focus of case studies, Goodson (1992:115) maintains:

Of course in the first instance (and in some cases in the last instance) it is true that personal data can be irrelevant, eccentric and essentially redundant. But the point that needs to be grasped is that the features are not the inevitable collary of that which is personal. Moreover, that which is personal at the point of collection may not remain personal.

Richards (2003:21) makes a very important point for TESOL in particular:

In a field as broad geographically, socially and intellectually as TESOL, where generalisations are likely to be blandly true, suffocatingly narrow or irresponsibly cavalier, the power of the particular case to resonate across cultures should not be underestimated.

On the basis of the above discussion, the approach adopted here is to fulfil the criteria established by Stake (1998:103). I have also attempted to make the description of the case studies as detailed and as open as possible, with the hope and expectation that this description will resonate with fellow TESOL professionals.

One final point about case study research, as Stake (ibid.:86) points out, is that:

As a form of research, case study is defined by interest in individual cases, not by the methods of inquiry used.

Thus various methods are used to carry out case study research. The main methods of data collection used in case studies are interview, observation and document study. In this study, interviews and audio-recorded observations were the principal methods of data collection and these are discussed in the next section.

3.4 Methods of data collection

..... beliefs cannot be merely observed or measured, but instead must be inferred by what individuals say, intend, and do. Thus, investigations into teachers' beliefs entail inferring beliefs not only from the statements that teachers make about their beliefs, but also by examining teachers' intentionality to behave in a particular way and, then of course, what they actually do. (Johnson, 1994:440)

To some extent it is the research tradition that determines the appropriate methods for data collection and analysis (Silverman, 2000:89). However, within the chosen tradition there may be a variety of methods available. The above quotation from Johnson seems to point the way very clearly towards the appropriate research methods for the current study. Investigating what teachers actually do can only be achieved through observations of their classroom teaching and this is discussed in 3.4.2 below. Statements of teachers' beliefs and intentions could be obtained through questionnaires or interviews. The interview is the most usual method in case study research, although questionnaires are not excluded, given that 'case study' can mean quite a large number of cases. However, they were excluded as a method of data collection for the current study for reasons outlined below.

As pointed out in the previous chapter, many studies of teacher beliefs, especially in the early days, relied on questionnaires administered to large numbers of teachers. Some studies have also used questionnaires to establish

teaching practices (see, for example, Fung and Chow, 2002). The problems in using such a method are outlined, for example by Kagan (1990:426). Firstly, teachers' beliefs are often unconscious and teachers may not have the language necessary to express them explicitly. Teachers may also be reluctant to express beliefs that they feel are unpopular or which go against the latest educational theory. Finally, beliefs may be highly contextualised and therefore be relevant to specific classrooms, events or learners.

These problems are particularly acute in questionnaires based on the use of Likert-scale type instruments and statement sorting techniques, used frequently in research on teacher beliefs (see for example, Brousseau et al., 1988; Tatto, 1998). This is because, given a set of closed questions with limited options, teachers may answer either hypothetically, how they think they would react, which may not be how they would actually react, or they may give the answer that most closely corresponds to how they believe the researcher wishes them to answer. Moreover, the statements and situations in a questionnaire prepared by a researcher may not even be recognised by a teacher as reflecting his or her beliefs.

For these reasons, semi-structured interviews with individual teachers were selected as the main research method and the one most likely to lead to the kind of in-depth insights into teachers' beliefs that this study sought to obtain. The next section explores in some detail the interview as a source of data.

3.4.1 Interviews

The reasons for rejecting directive interviews, which are basically little more than oral questionnaires, have already been explained in the previous section. However, open-ended interviews were also considered problematic for the current study. As the initial aim was to seek possible patterns amongst a small group of teachers, it was thought necessary to try to obtain some form of comparative data in terms of the questions being asked and the issues being

explored. For this reason, rigid questioning was rejected as too constraining while open-ended 'conversation' was thought to be too broad. Thus the semi-structured interview was preferred.

From a constructivist point of view, interviews are a form of interaction jointly constructed by the interviewer and interviewee, what Silverman (2001:104) calls 'interview-as-local-accomplishment', in which social worlds are created in situ.

Maclure (1993:374) maintains that rather than as 'sacred autobiography' in which people 'disclose themselves in a complete and dispassionate way as possible', research interviews should be seen as 'mundane' conversations like all other circumstances where people talk about themselves, rooted, therefore, in 'judgement, circumstance, prejudice and desire'. Interviews are not objective accounts of external reality but rather, are interactional events in which the participants construct knowledge.

The relationship between interviewer and interviewee is clearly fundamental in this type of interview. Both participants are active in constructing meanings which may appear to lie with the interviewee (Holstein and Gubrium, 1997:114). It must also be remembered that there is no such thing as a non-directive interview as even in the most open-ended interviews the interviewer has a purpose and will ultimately determine the direction the interview will go in. As Silverman (2001:92) notes, all interviews represent a form a social control, shaping what is said.

Rubin and Rubin (1995:5) maintain that one of the principal aims of qualitative interviews is to find out what others think and know without imposing the interviewer's world on the interviewee. However, the interviewer's mood, personality and values inevitably influence this type of interview and are reflected in the interviewing roles and questions posed (ibid.:12). The authors

(ibid.:114) suggest that the interviewer should always take care to monitor his or her responses and try to identify the impact these may have on the interview, while at the same time trying to establish a mutually acceptable research role.

A good interview, though, doesn't rest simply on a mastery of a range of different techniques, it calls for a sensitivity on the part of the interviewer that can be developed only through time and honest self-evaluation. (Richards, 2003:58)

Keeping a research diary and recording both immediate reactions to interviews and later impressions from listening to recordings is extremely useful to this end. Section 4.4.1 in the next chapter will give some examples of how my own diary proved fundamental in developing interviewing skills and sensitivity.

One of the difficulties with any type of interview, as Maclure (1993:375) points out, is that interviewees will always have something at stake and so what they say will be partial and constructed according to their perceptions of purpose and outcomes. Miller and Glassner (1997:104) note that interviewees have an interest in what will happen to the interview, in the significance of their words. As a result of this, they may adapt what they say to what they perceive the interviewer to require or reply with more 'socially acceptable' responses.

There was an interesting comment from one of the teachers in the present study, Charlotte, recorded in my research diary:

23/11/99

... when we'd fixed the interview she said 'I won't tell you the truth of course' or 'you don't expect me to tell the truth, do you?' or something like that – interesting layperson's comment on interviews.

In spite of their limitations, interviews are not to be dismissed:

... for if stories and accounts more generally, are understood for the ways in which they explain, justify and make sense of the raw data of experience, then the stories that we tell of ourselves and our doings are

of no small interest for what they reveal about what we take and make ourselves to be. (Maclure, 1993: 377)

Cooper (1993), in an article concerned with interviewing teachers in order to establish their perceptions of teaching and learning, discusses how to motivate interviewees to dedicate the necessary time and effort to being interviewed and also how to ensure that responses are as 'authentic' as possible and not just plausible. As he points out (*ibid.*:325), teachers are involved in sense-making processes all the time in their normal activities but articulating these to an interviewer may not be easy and could be threatening in that they may be afraid of revealing weaknesses in their thinking. Cooper's suggestion is firstly to cast the teacher in the role of 'expert' with the knowledge that the researcher needs. The interviewer must also try to establish an image of approachability and trustworthiness, while at the same time maintaining a status such that the interviewees feel it is worth spending their time and effort in answering questions (*ibid.*:326). Cooper (*ibid.*:327) also suggests combining interviews with observation, so that interview responses can then be compared with naturally-occurring situations in order to improve their validity.

The fact that the researcher/interviewer can offer insights to teachers through classroom observation may also be motivating to teachers, while observation reduces the possibility of 'invented' answers during interviews (Cooper, *ibid.*:228).

Interestingly enough, and anecdotally, the solutions that Cooper (*ibid.*) mentions to interviewing problems did find an echo in my own experiences as one teacher actually said that she liked being interviewed because it made her feel important, while another expressed her satisfaction at the possibility of collaborative insights and possible intervention in her teaching rather than having the researcher just 'walk in and out again'.

Johnson's quotation at the beginning of section 3.4 pointed to the importance of actually observing what teachers do, not just what they say they do, and it is with this aspect that the next section is concerned.

3.4.2 Observation

If we wish to look at how the beliefs that teachers express might be related to their classroom practice then there is no alternative but to go into those classrooms and observe what happens. As Nunan (1989:76) maintains:

There is no substitute for direct observation as a way of finding out about language classrooms.

A very common way of analysing classroom interaction is that of using the observation schedules that have developed out of the tradition of interaction analysis. These schedules, some of which have been designed specifically for the L2 classroom, are coding systems which observers use to categorise teacher and learner behaviour at given intervals during a lesson. This is not the place for a detailed description of the various observation schedules available or the types of categories used, but Allwright and Bailey (1991:10-14) give a useful summary.

The criticisms of observation schedules are well-known and fall into two main groups (Nunan, 1989:87-88; Seedhouse 1996:40-43). Firstly, the use of coding rather than analysis of audio/video recordings means that all the actual language used in the classroom, the interactional dynamics, the overall organisation and the features of context are lost. Secondly, as the categories are pre-defined they tend to be arbitrary and suffer from rigidity and oversimplification, pre-determining what the observer can look for and thereby conditioning what is seen. Moreover, all behaviour is coded according to the perspective of the observer and not the participants. Thus, for the current study, observation schedules were rejected and it was decided to use audio recording of lessons, together with field notes.

Before looking in more detail at the reasons for choosing audio recording, two more points need to be made.

Firstly, as Nunan (1989:89) notes, it is necessary to be aware that observers bring their own interior observation schedules to the classroom and this is the case whether the observation is based on pre-determined schedules or on field notes and recordings. Thus, objectivity is virtually impossible, as what we see depends on the attitudes and beliefs that we bring to the observation (ibid.) and the researcher must be constantly aware of this.

Secondly, classroom observation brings a great deal of psychological pressure for teachers:

...we are looking for a point for teachers (as researchers) and externally located researchers to 'trade'. Practice promises maximum vulnerability as the 'trading point'. This is a deeply unequal situation in which to begin to 'trade', for it could be argued that the teacher may already feel vulnerable and inferior in the face of a university researcher. (Goodson 1992:119)

Allwright and Bailey (1991:69-70) explain very clearly the ethical and psychological issues involved in classroom observation and the pressures it may place on learners and, in particular, on teachers:

In some instances it appears that teachers are more nervous with visitors than are learners. In a sense the learners are already giving public performances in class anyway, but the observer may be perceived as posing an unusual threat to the teacher's power base. (ibid.:69)

Allwright and Bailey (ibid.) go on to note that if the participants are anxious about being observed then the lesson may be less effective and natural.

There was some evidence of the issues mentioned above in my own data collection. For example, one of the teachers, Linda, had always been very forthcoming in her interviews. However, when it came to observation, I noted the following in my research diary:

9/12/99

Observed Linda this evening. I think she's rather regretting offering to help – when I reminded her that she volunteered she seemed rather doubtful!

I tried to talk to her beforehand about where I should sit but she didn't really want to know. Then she rushed into her lesson without telling me and I was left in the office thinking she'd gone to the toilet!

Although there is no easy solution to this problem, some basic precautions can be taken. It is important to guarantee confidentiality and anonymity as far as possible and to be aware of potential problems in order to face them should they arise. Allwright and Bailey (ibid.:71) also suggest, on a practical level, making repeated visits to the classroom, and always being open and available to teachers and learners. Whatever the precautions taken, it must be remembered that the presence of a non-participant observer, or even only of a tape-recorder, will inevitably lead, to some extent, to an alteration of normal behaviour, to what Labov (1972) calls 'the observer's paradox', and allowances must be made for this.

3.4.3 Recording

As mentioned above, it was decided to audio-record the lessons, rather than just rely on observation and field notes. According to van Lier (1988:37), recording is particularly important because, although on the one hand we know little about what really goes on in the classroom, on the other:

... the classroom is not an exotic setting for us but rather a very familiar one, laden with personal meaning. Recording as an estrangement device is thus extremely vital.

It was also decided to audio-record all the interviews as it would be very difficult to remember the key incidents and taking notes can be extremely distracting for both participants.

As Atkinson and Heritage (1984:4) note, the availability of recordings means that data can be repeatedly examined and are also accessible for analysis by other researchers. Peräkylä (1997:203) points out:

Tape recording and transcripts based on them can provide for highly detailed and publicly accessible representations of social interaction.

Thus, the availability of recordings contributes to the rigorousness of the research process.

However, recording, especially in the classroom, leads to problems of what Peräkylä (ibid.) calls 'inclusiveness' of data and a consequent loss of some aspects of the interaction such as processes which develop over time, 'ambulatory events', and the effect of 'non-conversational' texts. In order to reduce these limitations Peräkylä (ibid.:204-205) suggests it is possible to:

- a) Design longitudinal studies in order to better understand those local social worlds which develop over time. In the present study, both interviews and classroom observations were carried out over a relatively long period of time, although at irregular intervals (see section 4.3).
- b) Collect ethnographic data together with the tape-recordings. Although the present study is not ethnographic, detailed field notes were taken during the classroom observations in order to capture some of the movement in the classroom and non-verbal features of the interaction. The research diary was used as soon as possible after most of the interviews in order to note impressions and immediate reflections.
- c) Collect and use all documentation that may be relevant. In this research, copies of all the material used during the lessons were collected.

Naturally, once data has been collected through audio recordings, it is then necessary to listen to and transcribe them. Issues in transcription will be discussed in the next section.

3.4.4 Transcription

A fundamental part of analysis based on both interview and classroom data concerns transcription. As Hutchby and Woofitt (1998:73) note, transcription is the first step towards the analysis of recorded data, although it must be remembered that a transcript does not in itself constitute 'the data':

... transcriptions should not be taken as a substitute for the recordings. They are selective, 'theory-laden' renderings of certain aspects of what the tape has preserved of the original interaction, produced with a particular purpose in mind, by this particular transcriptionist, with his or her special abilities and limitations. (ten Have 1999:77)

However, the act of transcribing is an integral part of analysis, as repeated listening to recordings allows the researcher to identify phenomena which will later be analysed in detail; it acts as a 'noticing device' (ten Have, *ibid.*:77). For this reason, it may be preferable for the researcher to produce his or her own transcripts, rather than rely on outside help.

One of the biggest problems with the transcription of recorded data is that it is extremely time-consuming. Moreover, there is the question of selectivity, both in deciding what to transcribe and in how much detail, including non-verbal detail. Another problem is that of how to transcribe. As Roberts (1997:168) points out, transcription is a form of representation as transcribers rely on their own judgement of speech in deciding how to transcribe it.

Transcribers therefore have to use or develop a transcription system that can best represent the interactions they have recorded, and this means managing the tension between accuracy, readability and what Mehan (1993, cited in Roberts, 1997:168) calls *the politics of representation*.

Van Lier's (1988:80) conclusion is that it is necessary to find a balance between accuracy and simplicity: too much detail and the transcription may become

confusing, too little and important information may be missed, while ten Have (ibid.:82) suggests that, as in so many aspects of qualitative research:

...one should adapt one's transcription style to one's purpose and audience, that one should be clear about one's method, and that one should use it consistently.

My own decision was to use two different approaches to transcription for interviews and for classroom data respectively. As I was not analysing interaction patterns in the interviews, but trying to understand how the teachers' represented their beliefs, I decided that an approximate and 'tidy' transcription was sufficient, at least initially. This meant only roughly transcribing hesitations, false starts and so on and using summaries for passages which did not appear to be particularly relevant. I decided, however, not to add punctuation as this seemed to be adding an unnecessary level of transcriber interpretation.

For the classroom data, I first made an inventory of the content of a tape, noting down any episodes that may be of particular interest and then transcribing these in detail. For transcription I decided to use standard orthography at all times, except where non-standard realisation of phonemes interrupts the flow of interaction, in order to avoid the stigmatisation that may be associated with 'eye dialect' (Roberts, 1997:168). I also decided to transcribe most of the features indicated in the transcription systems used in conversation analysis, although my transcriptions are far less detailed than some of those in CA because such detail is unnecessary for this study and may be distracting (see Appendix A for the transcription conventions used in this thesis).

This chapter has so far examined the research tradition in which this thesis positions itself, together with the methods used. The next section will address issues in qualitative data analysis. The way this chapter is organised may seem to suggest that data collection and data analysis are two distinct phases in

qualitative research. This is obviously not the case; in fact, as Richards (2003:268-269) points out:

Analysis is neither a distinct stage nor a discrete process; it is something that is happening, in one form or another, throughout the whole research process

3.5 Data Analysis

Various approaches to data analysis are available to qualitative researchers and Bryman and Burgess (1994) give a summary of the main ones. Tesch (1990, cited in Coffey and Atkinson, 1996:4-5) identifies twenty-six strategies for the analysis of textual data alone. Thus, the first issue the qualitative researcher must face is that of deciding how to analyse the data and, as with any research, the onus is on the researcher to find the most appropriate approach for the purposes of the research and for the data that form the basis of it. Dey (1993:2) notes that:

The relevance and applicability of any particular procedure will, of course, depend entirely on the data to be analysed and the particular purposes and predilections of the individual researcher.

Coffey and Atkinson (1996:2) also affirm that:

...there is no single way to analyze qualitative data; equally, it is essential to find ways of using the data to think with.

While acknowledging the wide choice of analytic strategies available to the qualitative researcher, Coffey and Atkinson (ibid.:3) go on to point out that:

What links all the approaches is a central concern with transforming and interpreting qualitative data – in a rigorous and scholarly way - in order to capture the complexities of the social worlds we seek to understand.

Thus, while there may be many approaches to qualitative data analysis, their purpose is essentially the same: to provide a way of organising and understanding the data in order to describe or explain the phenomenon or phenomena being investigated.

Moreover, Richards (2003:270) maintains that whatever the approach to data analysis, one important aspect is the breaking down and recombining of data, which usually involves categorisation.

It is usual to begin, therefore, with some form of initial coding of the data, or open coding (Strauss and Corbin, 1998:101, cited in Richards 2003:276), which involves breaking down the data in order to develop categories for analysis:

In practice, coding can be thought of as a range of approaches that aid the organisation, retrieval, and interpretation of data. (Coffey and Atkinson, 1996:27)

However, coding is not merely a convenient way of breaking up data and should never become an end in itself. It is a way of interacting with the data and of thinking about them, an aid in starting to conceptualise the relationships among them, leading ultimately to interpretation (ibid:31).

Although the three elements of coding, categorisation and conceptualisation are presented here as discrete phases, this is clearly not the case; rather, they are very closely linked and interact in what Dey (ibid:53) calls an 'iterative spiral'. One of the fundamental aspects of analysis lies in establishing the links between them.

Richards (2003:272) summarises the process of analysis very neatly:

<i>Collect</i>	Collect data
<i>Think</i>	Think about the data, the aims of the project, other research etc. in order to inform categorization
<i>Categorise</i>	Code the data in order to assign it to categories

<i>Reflect</i>	Add notes, comments, insights, etc.
<i>Organise</i>	Arrange the categories in different ways in order to see the data from different perspectives, looking for connections, relationships, patterns, themes, etc.
<i>Connect</i>	Link discoveries generated by these procedures to concepts and theories, seeking explanation and understanding
<i>Collect</i>	In the light of insights gained, collect further data

A detailed account of the way in which the data were analysed for this thesis is given in the next chapter (section 4.5).

It is on the basis of the strength of the data analysis that many of the claims in qualitative research will be either accepted or rejected:

Our claims will be judged on the extent to which we are able to support them with adequate evidence that is fairly representative of our data set. This means that we need to ensure that there is sufficient evidence and sufficient *kinds* of evidence. It also means that the link between the evidence we present and the interpretations we derive from that evidence must be robust. (Richards, 2003:283)

The above quote brings us back to the question of credibility in qualitative inquiry and this issue will be addressed in the next section.

3.6 Credibility in Qualitative Inquiry

The issues of validity, reliability and generalisability, the traditional parameters by which 'scientific' research has been judged, are problematic in qualitative research. For example, Kagan (1990) raises the question of the validity of studies into teacher thinking in that they are not generally tested in terms of either classroom performance or student outcomes. The issue of generalisability was briefly mentioned in connection with case studies in section 3.3, but here we return to the wider issue of credibility.

Researchers working in the tradition of constructivist research and especially ethnography, contest the fact that such research should be judged on the same

terms as experimental, quantitative research, given that qualitative research is designed to give insights and understanding and not to prove theories or predict behaviours.

One answer has been to look for alternative terms and parameters. Lincoln and Guba (1985, cited in Kagan *ibid*:456) propose the idea of the 'trustworthiness' of qualitative data, while Erikson (1986) prefers the term 'plausibility'.

Whatever the position taken, the problem remains for qualitative researchers, as Edge and Richards (1998a:335) note, that there has to be 'adequate justification, or warrant, for any specific claims they make.' It is also undoubtedly true that many studies have failed to provide this, leading to accusations that qualitative research is somehow 'soft' research, lacking in rigour, where researchers go briefly into a context, collect some data, select some key extracts and write about them.

Given the strong prejudice that still exists against qualitative research, as Edge and Richards (1998a) demonstrate clearly, the onus is on the qualitative researcher to make very clear the justifications for the findings presented.

Edge and Richards (*ibid.*) suggest that there are three issues that researchers must address (glosses from Richards, 2003:286)

- a. position – where the researcher locates him or herself in terms of paradigm and tradition
- b. voice – the extent to which 'the research allow[s] people among whom it is taking place to speak their own thoughts in terms meaningful to themselves' (Edge and Richards (*ibid.*:340)
- c. representation – the forms of discourse used by the researcher.

By responding to these issues, researchers then have three ways in which they address the question of the credibility of their research. Firstly, by using the

same terms as those found in quantitative research and adapting them to qualitative inquiry. However, this basically implies a post-positivist view of empirical reality, whereby data gives us access to 'facts' about the world. This is clearly not the paradigm within which the current study positions itself.

The second possibility is to adopt alternative terms more suited to qualitative inquiry. This is what Lincoln and Guba (1985, cited in Edge and Richards, 1998a:345) have done, by taking the underlying concepts and applying them to qualitative studies.

Finally, Edge and Richards' (ibid.) preferred approach is that the researcher should develop their own position on the question of the justification of their outcomes.

In this thesis, carefully documented research procedures and availability of data will demonstrate the *authenticity* of the claims (ibid.). The clear statement of the positioning of the research in this chapter, the detailed account of how the data are analysed to arrive at the findings and how these are seen to connect with the overall field of which the research is a part will show the *legitimacy* of the research (ibid.). Transferability will be achieved to the extent that the presentation of the data and the richness of description and interpretation that results from it will resonate with the reader's own particular context. I believe, that this will give sufficient rigour to the research to offer a warrant for the claims I am making.

This chapter has shown how this thesis is to be seen in terms of its research methodology. The next step is to explain in detail how the actual research methods adopted were applied in the collection and analysis of the data on which the findings of the thesis are based and that is the aim of the next chapter.

Chapter 4

Data Collection and Analysis

4.1 Introduction

As mentioned in the previous chapter, Edge and Richards (1998a:350) maintain that in order to be credible, qualitative enquiry requires careful documentation of actual research procedures and it is with procedural detail that this chapter is concerned.

The first section will consider the participants in the research process, with a description of the teachers who were involved and of the relationship between the teachers and the researcher. Section 4.3 will look at the phases in data collection, outlining both the initial pilot study and the main data collection phase. Issues arising from the data collection will be discussed in section 4.4, while details of how the data were analysed will follow in section 4.5.

4.2. The Participants

This section will give a brief description of each of the teachers involved in this project, together with how the project was set up and reflections on the relationship between the researcher and the teachers.

4.2.1 The teachers

A total of six teachers participated in the various stages of the current study. A short description of each teacher is given below, with their details as they were at the time of the interviews and observations. Naturally, all the names are pseudonyms.

Simon is in his late thirties and has been teaching for 5 years. He is based in the UK. His is actually a science graduate and before going into TESOL he worked for a national company for ten years. He has a certificate in TEFL and is just completing his Master's degree in TESOL, although he already has an MSc in a scientific subject. He is working in a college teaching both ESOL and science, but is looking for a new job. He is a devout Christian, a fact that has influenced many of his career choices.

Pam is in her early forties and has been teaching for over twenty years. She initially taught German in a secondary school before doing a TEFL certificate, followed by the RSA Diploma. She is based in the UK where she currently teaches not only ESOL but also German and Swedish. Her main job is in a language school, although she also works on university EAP courses.

Linda is in her early forties and has been teaching EFL for nearly seventeen years, having been a French teacher in a British comprehensive school for two years before that. She is based in Italy where she initially worked for a few months in a local private school before doing the R.S.A Certificate. Following that she got a full-time job at an Italian university teaching EAP to undergraduates. She also does a lot of extra work, including evening courses at the university language centre. She has a Master's degree in TESOL. Linda and I have been colleagues for many years and I knew her very well before we started working on this project.

Charlotte is in her mid-thirties and has been teaching EFL since 1991. She started teaching as a stop-gap because her original career choice was as a musician. She did the R.S.A Diploma in 1995, having decided to abandon music and make a career out of TESOL. She is based in Italy and before I started working with her, she had always worked freelance for various private schools, organisations and companies, including the same university language centre as Linda. During the time we were working on this project, she got a

new full-time job teaching English to undergraduates in another university and consequently gave up most of her freelance work. I knew Charlotte socially before we started on this project.

Tony is in his late twenties and has only just arrived in Italy. He is a writer and a journalist by profession. He has no teaching qualifications but did some ESOL teaching in private schools in the Far East when he took a year out before going to University. His first degree is in English Literature. He teaches evening courses at the same university language centre as Linda and Charlotte².

Lucy is in her mid thirties and has been teaching English for just over ten years. She is based in Italy and works in a well-known private language school. She has the RSA Diploma and a Master's in TESOL. She has also become involved in materials writing for an international EFL publisher and would like to move out of teaching and into materials writing. Lucy lives and works in a different city to Linda, Charlotte and Tony, but she is friends with both Linda and me as we all did our Master's degree together.

The relationship between researcher and teachers is discussed in more detail in section 4.2.4 below.

The roles of each teacher in the study can be briefly summarised as follows:

- Pam and Simon participated in the first phase of the pilot study (see section 4.3.2).
- Linda, Charlotte and Tony participated in the second phase of the pilot study. Linda and Charlotte subsequently became the main case studies for the investigation.

² One year after our collaboration ended he gave up teaching and dedicated his time entirely to writing and is now a successful writer and journalist.

- Lucy participated as a follow-up to the main data collection and analysis.

The phases in data collection will be described in considerably more detail in section 4.3 below.

4.2.2 Access to the research sites

There were no difficulties with access to any of the teachers, although the approach varied somewhat according to circumstances and previous relationships.

In the case of Pam and Simon, I did not know the teachers beforehand, but I did know those responsible for the university pre-sessional courses. I therefore first asked for permission to approach the teachers and to observe the lessons, which was readily granted.

In the case of Linda and Charlotte, I already knew both the teachers and the Director of the university language centre, so I first approached the teachers to ask if they were willing to participate in the project and then asked the Director for permission to observe the lessons. Tony was approached subsequently as he was working in the same building as the other two teachers and it was deemed a good opportunity to have an extra informant, especially as his situation was so different in terms of experience and qualifications.

In the case of Lucy, I again already knew her and, in fact, she offered to participate. She then asked her Director for permission for me to come to the school and observe.

I feel that access was simplified partly because, in most cases, I already knew the teachers, but mainly because all the teachers, without exception, work freely, without controls and restraints. None of them are subject to evaluation

by superiors in the contexts in which I worked with them and I feel this was important in obtaining unreserved co-operation from all those involved. This is not to say that there were not some difficulties in terms of the time involved and the pressure of observations (these are discussed in section 4.4 below), but at least access to the research sites was greatly facilitated.

4.2.3 Representation

An initial issue that all qualitative researchers must address is that of representation, how to represent the study to those involved. Too little information and informants may be guarded, trying to guess why they are being interviewed; too much information and the researcher may obtain only answers that the interviewee thinks the researcher wishes to hear.

In this study, all the teachers were told that the topic of research was a general study into what teachers do and what they think about what they do. They were initially told that the study would involve two interviews and an unspecified number of observations, with the possibility of a follow-up interview. Permission was obtained to use data for supervision purposes and in any written reports but confidentiality and anonymity were assured through use of pseudonyms. It is my experience in this and previous research that the teachers I work with tend not to be particularly concerned with these issues, probably because, as mentioned above, none of them is subject to evaluation in the contexts in which I work with them and do not, therefore, perceive the research as threatening to them. For this reason I have never felt the need to obtain written agreements, which would introduce a level of formality and may be counterproductive to the more informal research relationship I try to establish.

However, what I thought to be carefully thought out representation proved to be more complex, as Charlotte's first interview showed very clearly. In our first interview she was rather unforthcoming, frequently asking if she could think

about the answers at home and get back to me or avoiding answers by asserting 'you'll see that for yourself when you come and observe me' and finally telling Linda after the interview that she never knew how to answer 'questions like that' as she was afraid of giving 'stupid answers'.

Careful reflection on my part, together with a review of the recording, led me to conclude that I had misrepresented the project to Charlotte in some way. We had met on the plane to England some nine months before the interview and had chatted about my plans. I thought I had been fairly guarded as I knew she was a possible participant in the project, but in some way I may have either communicated more than I thought or given the wrong impression entirely, as the emphasis of the project did change somewhat over the following months. As Charlotte had readily offered to participate when I had told her about the project, I may have made the mistake of assuming that she knew more than she actually did, thus she was guarded. I therefore began the second interview by discussing with Charlotte why she thought her answers may be considered 'stupid' and generally reassuring her about the aims of the project. I underlined that, in this context, there are no good or bad answers or practice, only what teachers think. This seemed to be successful.

4.2.4 Research Relationships

During the whole of the data collection period, I found I had to be very aware of my relationship to the teachers. Apart from Tony, with whom I only had a researcher-informant relationship, my interaction with the other teachers was complicated by a variety of factors, which immediately raise the issue of the desirability of using one's own environment for research (Torres, 1993).

As mentioned above, the initial data collection phase for this project involved Pam and Simon who were teaching on pre-sessional university courses in Britain where I was also working as a teacher. As this was not actually my normal working environment, I did not know the teachers beforehand.

However, as a teacher on the same courses as those I was researching, I had to fulfil the dual role of colleague/researcher with the other teachers and teacher/researcher with the learners.

I feel that the advantages of this situation actually outweighed the disadvantages. In particular, I found I discovered quite a lot about the teachers' way of thinking and working through informally observing them with learners and chatting to them out of class. Discussing issues concerning learners, lessons and the courses in general, as colleagues, gave me insights into each teacher's particular ideas and worries, which I noted as far as possible in my research diary. I did not feel that there were ethical issues involved here, as both teachers had accepted, before the courses started, to be informants for this project.

Moreover, knowing the learners well meant that they were apparently unworried by my presence in the classroom during observation and very curious about my research (they frequently asked me during my own lessons how I was getting on and what exactly I was doing). Familiarity with the learners also made listening to the recordings easier as I could identify speakers without much difficulty and understand some of the facets of the long-term interactional development better (for example class 'in-jokes') as I was party to them too. I therefore feel I had a better understanding of the context, essential in this sort of research, than I would have done had I been a complete outsider.

The situation with Linda and Charlotte is more complex. At the time of the study, Linda and I had been colleagues, working in the same office and on the same courses, for 12 years. We are also very good friends and meet frequently outside the working environment. I also knew Charlotte socially before the study started and I had had some similar working experiences, having been a teacher myself at the same university language centre. Moreover, towards the

end of the data collection phase, I took a temporary lectureship at the same university as Charlotte and she was assigned as my language assistant. However, I do not feel that this represented an added issue as the data collection was in its final phases by that time.

These factors raise serious issues of distortions, especially in how the interview interaction might develop. As a friend and fellow professional with my 'own views and perspectives', not only on our shared profession (Richards, 2003:85), but also on our shared working context, there was a huge risk that 'previously unsuspected bias or unwarranted assumptions' (ibid:84) could distort both the interview data and the observations.

I tried to minimise the risk by careful monitoring of my own reactions, listening to interview recordings and evaluating my own performance. In spite of this, there was some evidence of distortion. In particular, at times I found I did not probe because I assumed I understood, through shared knowledge, what the teacher meant. Only by listening to the tape afterwards did this become clear. Moreover, I tended to be overtly sympathetic to difficulties which were also my own. The following example from my second interview with Linda illustrates these points. The book referred to is the main textbook used on the courses, which we co-wrote and both taught.

- Sue is that one out the book
Linda ' no it's one I made up this morning to practise inferring
 cos you know appunto having to adapt Readings for
 Research
Sue cause it's too difficult
Linda plus we did techniques of inferring what do you need
 and all that and then I picked out some more words that
 strangely enough we hadn't picked out ((laughs))
Sue oh no ((laughs))
Linda I know cos I mean it's so difficult for them the book so
 there's lots of scope ((laughing)) (got about) TEN words
 in one paragraph you know too high density really for
 anybody to ((laughing)) possibly infer but never mind
 ((laughs))
Sue oh dear what a disaster ... how disastrous our book

- Linda ((*laughs*)) well actually I would quite like I would really like to write a a more more basic one it really would be useful
- Sue yeah one like the psychology one I think it would be yeah (Linda 2:194)³

In this extract it is noticeable how I firstly offer a judgement on the book without even asking Linda for her opinion. Next, I show solidarity with her difficulties with my exclamation and laughter, when in fact I could have followed up her comments with a question about the words she picked out and her criteria for selection. My next turn is completely out of my interviewer role as I react purely as a colleague with another judgement on the book. Finally, I stay in that colleague role by agreeing that a new book would be useful, without probing, for example, as to what Linda means by 'more basic', how it would be useful or a similar line of questioning. Fortunately, constant monitoring of interview technique and style, discussed in section 4.4.1 below, did lead to improvements in subsequent interviews.

There is, however, also a question of balance. Given the nature of my relationship to the two teachers, I feel that reactions from me to what they were saying were at times expected during the interviews and that to withhold them in the name of a more 'objective' interview would have created a damaging artificiality to the relationship.

In fact, I found Linda to be the most frank and forthcoming of all the teachers I interviewed and she was not afraid to give 'unorthodox' answers, even at the risk of putting herself in an unfavourable light. It could be that, given our relationship, she felt the need to 'tell the truth' insofar as I would probably have been able to identify any 'dishonest' answers as I have been working with her closely for so long. On the other hand, I found many of her answers

³ All extracts from the interview data are labelled with the name of the teacher, the number of the interview and the line number where the extract begins. '....' Indicates the extract has been edited; this may be just a few words or a longer passage

surprising and revealing, another indication that I clearly did, inevitably, have my own assumptions.

4.3 Phases in data collection

4.3.1 An overview

The data for this thesis were collected at different times over a period of almost four years, and five rough phases can be identified. These are summarised in the table below, while a detailed breakdown of all the observations and interviews for each teacher is given in Appendix B

Table 4.1 Phases in data collection

Date	Phase	Who	What
July-August 1999	Initial pilot study	Pam, Simon	2 initial interviews 2 lesson observations 2 self-recorded lessons (for Simon only)
November 1999- March 2000	Second part of pilot study and start of main data collection	Linda, Charlotte, Tony	2 initial interviews (3 shorter ones for Tony) lesson observations follow-up interviews with Linda and Charlotte
November 2001	Further data collection for main study	Linda, Charlotte	1 observation 1 follow-up interview
January-March 2002	Comparative data collection for main study (apprentices)	Linda, Charlotte	interviews lesson observations
February 2002	Data collection from new informant	Lucy	1 interview 1 observation
March 2003	Taking findings back to informants	Linda, Charlotte	1 joint interview

For ease of the discussion, the sections that follow group the phases into two main areas – the pilot study and the main data collection.

4.3.2 The initial pilot study

Aeginitou (1993:49) maintains that

...theory on how to conduct good and unproblematic research is not very helpful until it is combined with practice.

For a relatively inexperienced researcher, as I was at the start of this project, the best way to learn how combine theory and practice is to carry out a pilot study. Aeginitou (ibid.:48-50) also explains very clearly why a pilot study may be useful:

- It gives experience in data collection.
- It may save time and effort insofar as it gives the researcher an idea of how much work is involved in collection of data, thus allowing for more realistic plans for final data collection.
- It may reveal the need to change or implement new research instruments.
- It may help refocus the research question.
- It may open up new lines of inquiry.
- It may help in an adaptation of the research design and rethinking the process of data analysis as well as widen understanding of the phenomenon under investigation.

As briefly outlined in section 4.2.1 above, there was an initial pilot phase of data collection for this investigation, which was carried out as follows:

- a) Two initial semi-structured interviews were carried out with Simon and Pam in Britain and with Charlotte, Linda and Tony in Italy, with questions loosely based on those suggested in Richards and Lockhart (1994:34-41). The first interview centred on the teacher's past language learning and teacher training experiences, together with general career

background and teaching experiences. The second interview concentrated more on the practical aspects of classroom teaching, together with an exploration of attitudes towards teaching and learning (see Appendix C for a list of the questions used as a guide). All interviews were recorded with the teacher's permission and a very rough transcript was made of each interview.

- b) All the teachers were observed by me and the lessons were audio recorded.

In all cases, the initial interviewing and preliminary analysis took place *before* observation of classroom practice. Most previous studies have tended to use observation followed by interviews, particularly stimulated recall. However, I rejected this as I felt that interviews following lessons would be more likely to lead to 'post-hoc rationalisations' (Cooper, *ibid.*:328) as teachers may be tempted to justify what the researcher has seen. I felt that initial interviews detached from any particular lesson would be more likely to yield the more general statements of beliefs and attitudes that I was looking for.

These data constituted the pilot study and the experience proved to be essential. Firstly, it enabled me to 'practise' with data collection. In particular, having never carried out semi-structured interviews before, I was able to experience the problems involved in the scheduling and timing of interviews, in deciding the sorts of questions to ask and the issues involved in following up and probing during the interviews themselves (see sections 3.4.1 and 4.4.1).

The experience also led to the decision to add post-lesson interviews to the data collection in order to explore how teachers talked about specific aspects of their teaching and specific learners. These interviews were intended to represent a follow-up and a further layer of understanding to add to the more general way of talking about teaching and learning in the initial interviews.

Moreover, my initial research question was '*what is the effect of teacher beliefs on the interaction patterns they set up in their classrooms?*' This clearly assumed that a link between teachers' beliefs and classroom interaction patterns could be seen, either as a confirmation or a contradiction, but only an initial phase of actual data collection and analysis could show if this were actually the case and, therefore, if the research could proceed along those lines.

Connected to this, and perhaps most significantly, the pilot study allowed me to identify the most promising direction for the research to take. The initial data collection confirmed what I had read about the complex and personalised nature of teacher belief systems and led to the realisation that it would be necessary to focus research efforts on this particular area. As a result, although I continued to observe and record lessons, this aspect of the original research proposal became very much secondary as I concentrated on the teachers' personal belief systems. Thus the research question was refined to *Do teachers of ESOL have an identifiable and coherent system of beliefs about teaching and learning that may account for different approaches to teaching?*

The pilot study also enabled me to identify Linda and Charlotte as the two teachers who seemed to best represent the patterns that were emerging from this initial data collection (see chapter 5 for a detailed account of these patterns) and to focus on them for the main phase of the research.

4.3.3 The main phase of data collection

One of the strengths of qualitative research is that it allows for research design that is iterative, flexible and continuous (Rubin and Rubin 1995:44), with cycles of data collection and analysis that lead to increased understanding of the phenomenon under investigation.

As a result of the pilot study, it became clear to me that patterns were emerging from the data. Consequently, the data collection entered a main phase, based

on in-depth case studies of two teachers, Charlotte and Linda, as they seemed to represent these patterns most clearly.

Schofield (2000) and Gomm, Hammersley and Foster (2000b) both suggest that typicality is an important consideration in case selection, especially in the light of considerations about the generalisability of case studies. Charlotte and Linda appeared to be typical of the patterns emerging from the pilot study data, but I feel they could also be considered 'typical' of many ESOL teachers working around the world, at least those who consider themselves to be professionals. They both have well-recognised teaching qualifications; they both have a wide range of experience in the public and private sector, across age ranges and language levels. They have both experienced freelance work as well as relative job security.

The final database for Linda consists of 8 interviews and 9 observations over a period of 2 years 4 months and for Charlotte of 9 interviews and 9 observations over a period of 2 years 3 months (see Appendix B).

During the period of data collection, both teachers were working, at different times, in the following contexts:

- University language centre evening courses for general English
- University faculty undergraduate courses. The teachers were working in different universities and in different faculties. Linda taught mainly undergraduates in Economics and Pharmacy, while Charlotte worked with students of Modern Foreign Languages and Engineering. In both cases, the teachers were working alongside Italian professors, with a greater or lesser degree of collaboration.
- A course for young apprentices organised by the Regional authorities. Linda and Charlotte were actually working together on this course and sharing the teaching so this represented an excellent opportunity to

obtain comparative data as I could ask both teachers similar questions and observe them teaching the same group.

The main gap in the database lies in the fact that I was unable to observe Charlotte teaching an undergraduate course. This could be considered a difficulty in that one of the aspects of Charlotte's belief system is that she does not adopt a different persona according to the group she teaches. On the other hand, I did observe her teaching two very different groups (adult evening courses and young apprentices). Moreover, the research focus in this thesis is on personal belief systems so I do not consider that this gap in the database can in any way have altered the findings.

Following the two initial interviews, all subsequent interviews were used both to follow up on any issues arising out of previous interviews and also to discuss specific aspects and incidents in the courses that the two teachers were working on and that I was observing. The penultimate interview concerned the apprentices' course and both teachers were asked similar questions in order to get comparable data as far as possible. However, this was not done to the exclusion of following up on interesting avenues that opened in the course of the interview.

In the final individual interview, I took the metaphors describing teachers from Oxford et. al. (1998) and asked the teachers to comment on them in terms of how they saw their own teaching and role. This represented a slightly different approach, which I felt could add an extra dimension to the data, even though it was not taken any further (for studies of the use of metaphors in teachers' thinking see for example De Guerrero et. al., 2000; Kinginger, 1997; Martinez et al., 2001; Oxford et. al., 1998).

All the key extracts from the interviews are included in the main body of the text, but for the purposes of illustration, one complete interview (Linda,

interview 2) has been transcribed in some detail and can be found in Appendix D.

4.3.4 Other sources of data

In the previous sections I have described how the main sources of data, in the form of interviews and classroom observations, were collected. However, in this thesis I will also make use of two other sources: my own research diary and some diary entries that the teachers wrote. Although these data have a minor role compared to the interviews, they do give an extra perspective to the analysis presented and therefore constitute an effort to triangulate the findings to some extent.

4.3.4.1 The research diary

One important tool in the research process was my research diary, which had various functions:

- To record my first impressions following interviews and observations.
- To note down any ideas as to possible directions the research might take.
- To write down my own thoughts and feelings as to how the research was progressing.
- To keep a perspective on progress made.
- To help maintain 'a critical distance from the process of analysis' (Richards 2003:272).

Although the entries are rather irregular, they proved very useful in giving insights into the data collection process and in confirming some of the analyses. Just one example, when I had begun to see the emerging patterns in the data and carried out an initial detailed analysis of the interviews, I happened to be reading back over my old diaries and I found this entry following an interview with Linda, to which I paid little attention at the time:

22/11/99

... there seems to be a general lack of centrality of the learner in all her answers. Materials figure quite highly too.

Thus, there is a very early, merely impressionistic reference to the key distinction in this thesis between person-oriented and process-oriented teachers.

4.3.4.2 Teacher diaries

I also asked Linda and Charlotte to keep a diary for a short period. I simply asked them to write about their lessons and learners, so they were given little direction.

Both teachers elected to keep their diary electronically and to send it to me every week. However, they soon complained that this was an extra burden and we dropped it after only a few entries. Even so, it too proved to be a useful source of secondary data in terms of what each teacher chose to write about, with Linda describing the stages in her lesson and whether the learners did the activities well or not and Charlotte writing about her learners' and her own feelings.

I have tried here to give as detailed an account as possible of the stages in data collection. The next section will examine in some depth specific issues that arose out of the data collection methods chosen.

4.4 Issues in data collection

In this section I will consider some of the issues that arose in the process of data collection. In particular, some of the difficulties in developing interviewing skills will be described in the next section, while section 4.4.2 will consider some of the problems in setting up and carrying out classroom observations.

4.4.1 Issues in interviewing

Developing interviewing skills proved to be challenging. No amount of reading around the subject can prepare the novice researcher for the complexities of the interview situation and, in spite of being aware of the pitfalls and difficulties, subsequent listening to the interview tapes frequently proved to be frustrating. The research diary was an extremely useful tool in attempts to improve interviewing technique. At the very start of my interviewing, I recorded the following thoughts:

28/11/99

I still think I maybe come over as a bit abrupt. I find I was giving her (*Charlotte*) less space than Linda. Probably in trying to sound empathic I maybe tend to jump in too quickly or even interrupt. Because she wasn't very forthcoming I think I just tried too hard to be sympathetic I might have ended up putting her off.

12/1/00

I also find being a researcher a bit anxiety provoking. I find myself after the event worrying what impression I'm giving – how on earth could anyone take me seriously.

These were impressions that I noted immediately after the interviews. Listening to the recordings revealed further weaknesses, especially in probing. For example, in the following extract I had asked Simon about the roles he expects learners to take in the classroom. He repeated twice that he expects learners to be motivated, but it is not at all clear what he means by 'motivation' in this context and I clearly should have taken the opportunity to follow up and ask him to clarify:

.... I suppose I have general expectations I would expect that they're there for a purpose and that they're going to be motivated now that is my general expectation it's not a realisation and many times I've been disappointed I don't show my disappointment but I would expect them to be motivated I would expect them to be on time I would expect them to do their work I would expect them to want to ask questions where there were areas of confusion or lack of understanding (Simon 2:461)

One way I found useful in order to try to improve the ability to probe and follow up was to go back over the interview transcripts, identifying potentially missed opportunities and inserting possible questions. An example of this, taken from Simon's second interview is given below. The questions that could possibly have been asked are in bold italics.

Simon I remember once when I first began getting involved in some aspect of grammar but they had quite a good grasp of this concept of course I went in with my size 10 boots on shattered their good understanding of what they had and also confused them totally about the peripheral understanding and so afterwards I was really in deep water and the next time I saw them I apologised profusely and said look I got it wrong completely and utterly please forgive me and we got it right from there but I think that might be down to something I think you're going to ask me today about preparation *How did you feel when you realised what was happening?*

Sue Ok so how do you prepare your lessons

Simon well you cannot legislate for every eventuality you do not know what's going to happen in the classroom you're always going to have difficult students who want more than perhaps they originally asked *Is there a connection here with the class you were talking about earlier?* but in terms of preparation I like to think that I'm very thorough I spend a good deal of time not as much as I used to do but then I think my personality my teaching prowess for what it is can actually take over from that I mean in the old days I'm sure you were the same you spend hours on lesson plans and you can't afford to do that erm so now it's a case of knowing the group knowing their needs knowing their requirements knowing what I can do matching them and then making sure that all the materials are there *How do you establish the group's wants and needs?* the one occasion I didn't prepare another instance where it all went terribly wrong erm I fell foul *In what way? What happened?* so I always prepare even though I don't necessarily use all the information material or maybe none of it (Simon 2:076)

Another initial weakness was that of perhaps not leaving long enough silences for the teachers to reflect on their answers and a tendency to 'jump in' and effectively put words into their mouths. In the following episode, I have just asked Linda what different roles she takes on in the classroom:

- Linda well I think it depends what sort of class cause you know the faculty class where they've got to do the exam at the end then obviously I'm sort of standing on the cattedra (=raised podium) and everything and you know obviously there you're very much sort of what's it called erm ... what's the term ((*pause*))
- Sue ((*laughing*)) authoritarian
- Linda authoritarian er the authority the AUTHORITY er you know putting inputting things
(Linda 2:347)

My supplying the term 'authoritarian' is clearly inappropriate here and, although Linda initially accepts the term, she rejects it almost immediately with a strong emphasis on the term 'authority' instead.

Fortunately, Linda returns to the topic of teacher authority on a variety of occasions and so I am subsequently able to better understand what she means by the term. However, we will never know what exactly she intended to say in this particular context.

There is also the problem of the researcher being an 'insider' as mentioned previously. This can be clearly seen in the following extract from an interview with Charlotte soon after she had started her university job.

- Sue ... but don't you miss doing evening course type lessons
I mean what differences have you noticed
- Charlotte no but I still do that sort of lesson in ((*name of University*))
((*said excitedly*))
- Sue do you ((*surprised tone*))
- Charlotte yes ((*said emphatically*))
(Charlotte 6:036)

My initial question here shows my underlying assumptions given my own experience of having worked on both university and evening courses. I am assuming that evening courses are different and implying they are better in some way and, although I immediately rephrase the question, having realised how leading it is, my second attempt is little better as it still assumes there are differences. In fact, much of the questioning in this particular interview is

based on my assumption that there are differences between the two types of teaching and I frequently show barely concealed surprise at Charlotte's reactions. In fact, Charlotte is remarkably patient in the face of my insistence that there must be a difference:

- Sue so do you find that you are different with them in any way
Charlotte no no no in class
Sue um or in the roles that you take on
Charlotte I'm probably less tired more awake ((*laughs*)) my stomach doesn't rumble cause it's not six thirty ((*laughter*))
Sue but apart from that
Charlotte no
Sue you're pretty much the same
Charlotte yeah no I don't think I am different no
Sue and the fact that maybe the content of your lesson is more academic things like presentations skills ((*a reference to something Charlotte had said previously*)) does it lead you for example to have more TTT and less groups
Charlotte more TTT no for giving presentations no because they give the presentation ((*laughs*)) no I don't think so (Charlotte 6:264)

Such a line of questioning should clearly be avoided in interviews and, from listening to the interview after the event I was made very much aware of what was happening and tried to consciously avoid it, with some success in subsequent interviews. However, when the interviews were analysed, I felt that Charlotte's determined resistance to my barrage actually offered further strong evidence of her orientation and how she does not see teaching in terms of different roles.

A further issue in interview data arises out of the fact that it is the case that the questions asked were hardly ever identical from one teacher to the next. This would seem to be inevitable, given the nature of semi-structured interviews and the joint construction of the interaction. However, it is necessary to keep this in mind throughout the analysis and to try to be aware how the phrasing of the question and its position in the on-going discourse might influence the

answer. It is also necessary to ensure an in-depth analysis of the data in order to go well beyond the superficial answers to questions and look at underlying patterns too.

Finally, there is the issue of the dual role of interviewer/colleague and role switches could clearly be seen in the interviews with Linda, as the following example illustrates. Here, Linda is talking about the problem of mistakes in in-house materials she has made, mentioning the teacher forgetting to mix up the answers to multiple-choice questions as one possible problem. This is a clear reference to an activity she had prepared for her pharmacy students and which she had asked me to check.

- Sue (yeah that was the pharmacy) I'd written it on you didn't see the notes I'd written did you in time
- Linda no
- Sue cause I'd actually written mix these up
- Linda no no so I said ha ha ha (we've got to write) (unint.) you might have noticed (unint.) they laughed because I told them there would be some mistakes in it and they didn't mind and I mean they did the exercise anyway because it wasn't obvious oh and then this morning ((*laughing*)) I did an exercise on the OHP for the first years and it was a b c and about six out of the eight questions the answer was b
- Sue oh no but that can sometimes be more difficult cause they think
- Linda well I know I know I mean I didn't don't think it's really serious but I mean obviously if you have time (Linda 2:181)

In this extract I have clearly slipped out of the interviewer role and into that of a colleague curious to know the outcome of an episode in which I was co-participant. This is underlined by my final judgement on the difficulty of multiple choice exercises.

The episodes cited in this section show how important it is for the interviewer to constantly monitor his or her reactions and try to be aware of the assumptions that are brought to the interview. Constant reviewing of the

audio-recordings and a research diary to record immediate impressions after the interviews proved to be very useful tools throughout the data collection. The process of improvement and refinement in the interviewer role is clearly on-going and continuous, but I feel that my interviewing technique improved rapidly as a result of this process of self-monitoring.

4.4.2 Issues in observation

As mentioned above, all the initial interviews were carried out before observations to reduce the possibility that the teachers might adapt what they said to what they thought I might have observed and to avoid their giving retrospective accounts of their practice. I also carried out a very rough initial analysis and identification of possible themes in the interviews before the observations so that I had a few preliminary ideas about each teacher. However, I tried to go into the classroom with as open a mind as possible and without any specific ideas as to what I was looking for in terms of interaction patterns.

Despite this intention, my research diary shows how difficult it was in practice:

27/7/99

Observed Pam. The lesson didn't go as smoothly and Pam wasn't as dynamic as I'd expected – don't know if my presence intimidated her. The stds. were like they are with me, but again I don't know if they were intimidated.

This extract clearly shows how I had certain assumptions, from the interviews and from working with Pam, about how I thought she would behave in the classroom and what her lessons would be like. However, it also raises the issue of the 'Observer's Paradox'. Was Pam behaving differently because I was present?

In spite of all the measures that may be taken, it is very hard to know exactly what effect the presence of the researcher has on the behaviour of those being

observed and therefore how 'natural' the data collected really is. The problem is very clear with Simon, while his observations also raise the question as to just how fair it is to observe teachers where they are at their most vulnerable (Goodson, 1992), i.e. in their classrooms. A hint of this comes from the following extract from my research diary:

17/8/99

Today I observed Simon. He was clearly very nervous, and said so openly. When I asked him why he said yes to being observed, he said 'to help you with your research'. He asked me to sit right at the back and while we were waiting for the students he kept repeating 'Sue is just another student, Sue is just another student'. During the observation he kept looking at me so I tried to look at the students, not at him! The students didn't seem particularly aware of me Next week I want to try to get him to self-record the same lesson (presentation skills) and see if it's different.

It was as a direct result of these reflections that I decided to ask Simon to audio-record two of his own lessons so that I could see if my presence in the classroom actually did make a difference.

Of course, it could be argued that the simple presence of the tape-recorder can have an effect on interaction patterns. However, I found it extremely difficult from self-recorded lessons to decide if there was any difference with the observed lessons insofar as the tape recorder picked up no particular signs of awareness or nervousness either in the observed or unobserved lessons. In other words, it is only from my diary, observation notes and memory that any possible effect of an observer's presence transpires.

A second issue concerns the actual recording of lessons. The practical problems of collecting recorded data are well-documented (see for example Sunderland, 1993) and all the researcher can do is try to reduce to a minimum those factors which may affect the quality of the data.

In all the observations carried out during the study, I tried to make myself and the recording equipment as unobtrusive as possible, while at the same time picking up as many voices as possible. The difficulties in obtaining recordings clear enough for transcription also led me to experiment with a clip microphone during the main phase of data collection. The difficulties with this are that it can be rather obtrusive for the teacher wearing it and the teacher has to take responsibility for turning the tape over. However, there is the great advantage of being able to pick up very clearly interaction between the teacher and individual students during pair and group work. The best solution therefore proved to be the combination of a recording with a clip microphone and one with a good tape recorder at the back of the room.

So far, this chapter has focused on data collection, but while data are being collected they are also being analysed and it is with data analysis that the rest of this chapter is concerned.

4.5 Data Analysis

It is not easy to describe the process of data analysis in that it is not linear, but rather, it is on-going, interacting constantly with data collection and reflection. However, in what follows, I shall attempt to describe the phases of analysis, coding and categorisation of the interview data.

4.5.1 Coding and categorisation

Data analysis started with a preliminary identification of potentially important themes in the initial interviews. It was noted that there was a pattern to the answers given to many of the questions in those interviews, with a surprisingly limited range of answers. In particular, these answers could be seen to fall into two groups: those focusing on what might be called the more personal side of teaching and those concerning the more professional side of teaching. Moreover, the teachers appeared to be consistent in the focus of their answers

across a range of questions. On the basis of this initial analysis it was hypothesised that the teachers' beliefs could be seen to be either person-oriented or process-oriented (chapter 5 gives a detailed account of the teachers' answers and table 5.1 summarises the characteristics of the two orientations initially identified on the basis of those answers).

From this initial analysis, it became clear that, of all the teachers, Charlotte and Linda appeared to be most representative of the two orientations being hypothesised. Thus, a main phase of data analysis was undertaken as their interviews were analysed in more detail in order to verify the initial hypothesis.

In line with the procedures for data analysis described in the previous chapter (section 3.5), the main phase of data analysis started with the initial coding of Linda's and Charlotte's interviews. Following the advice of Richards (2003:273), the initial coding was carried out on only one interview at a time and the procedure was as follows:

1. One interview (Linda, interview 1) was roughly coded. Using pages from a short-hand notebook, the data were assigned to provisional categories, each of which was written down on a separate piece of paper. Once the interview had been analysed to the end, the categories were sorted into groups which seemed to share common themes. This first attempt at categorisation was recorded on a tree diagram.
2. Charlotte's first interview was then analysed in the same way. Some new categories were added, some of the initial categories were discarded, others were divided into separate categories or joined into one. Once this analysis was completed, the categories were again sorted into groups, but without looking at the original groupings. This was done as a form of check as to the validity of the themes, given the impossibility of triangulating the data with other researchers. If categories were consistently assigned to the same theme, then it was

assumed that both the theme and the categories in it were relatively stable. Again the categories were recorded on the tree diagram, using a different coloured pen so the development of the categories was clear.

3. The process of assigning categories to interview data and then sorting the categories into themes continued with four more interviews, two for each teacher, until no further modifications were made and the categories and themes could be considered to be saturated.
4. The same interviews were then analysed for a second time. This time line numbers were inserted automatically into the interviews and the line numbers referring to the extracts that represented each category were written on the pieces of paper under the relevant category. This may seem a rather laborious and unnecessarily repetitive step but it had a dual function. Firstly, it was a further check on the stability of the categories – did the categories still represent the data when I came back to them some days after the initial coding? Secondly, it enabled me to see which were the most significant categories in terms of how often and to what extent the teachers talked about them and also to identify which categories were more important for one teacher rather than the other.
5. Using Microsoft Word, all the extracts for each category were put into separate files, so that I could see at a glance what each teacher had said. This process could perhaps have been carried out more efficiently using one of the software programmes now available for qualitative data analysis. However, I felt that the drawback of having to spend time learning new software, together with the advantages that repeated analysis of the data gave in terms of verifying the stability of the categories generated, meant that the use of simple word-processing software was sufficient.
6. Finally, the extracts for each theme were read and reread to identify similarities, differences and patterns between the two teachers.

4.5.2 The final categories

As a result of the in-depth analysis of Charlotte and Linda's interviews described in the previous section, categories and sub-categories were developed and these are listed in Table 4.2. A brief gloss of each category can be found in Appendix E, while Appendix F gives an example of how the interview data were coded using the categories.

Table 4.2 Categories in data analysis

Main Category	Sub-categories
Teacher's own learning experiences	<ul style="list-style-type: none">• Good/bad language learner• Own teachers• Own language learning strategies• Motivation• Methodology• Superiority/inferiority
Career and development	<ul style="list-style-type: none">• Teacher training• Reasons for becoming an ESOL teacher• Initial feelings• Influences• Experience• Colleagues
Teachers	<ul style="list-style-type: none">• Professionalism• Subject matter• Personality• Non-language resource• Roles
Learners	<ul style="list-style-type: none">• Roles• Participation• Personalities

	<ul style="list-style-type: none"> • Motivation
Teachers and learners	<ul style="list-style-type: none"> • Relationship with learners • Considering learner needs • Learner progress • Different learner groups • Attitudes to learners
Teaching - Preparation	<ul style="list-style-type: none"> • Preparation and planning • Materials • Creativity and innovation • Hobby-horses
Teaching – In the classroom	<ul style="list-style-type: none"> • What is taught • Classroom activities • Methodology • Classroom management • Teacher talk • Use of L1 • Correction
Theorising	<ul style="list-style-type: none"> • Second language acquisition • Folklinguistic theories • Theory vs. practice
External constraints	<ul style="list-style-type: none"> • Working conditions • Time and energy • Wishful thinking • Resources

These categories form the basis for the description of the data and findings, which are the subject of the next two chapters.

This chapter has tried to describe, in as detailed and transparent a way as possible, all the stages in data collection and analysis that are at the basis of the research presented in this thesis. It has also attempted to present any gaps and

weaknesses in the procedures and show how these were taken into account. The aim is to satisfy the need for *authentication* (Edge and Richards, 1998a) in the research and thereby offer justification for the claims that will be made in subsequent chapters.

Chapter 5

Towards two orientations to teaching and learning

5.1 Introduction

As already anticipated in the introduction and in the previous chapter, the analysis of the data leads to the hypothesis that teachers' personal belief systems cohere into two fundamental orientations to teaching and learning: a **process-orientation** and a **person-orientation**.

This chapter will begin the detailed description of how these two orientations derive from the beliefs that teachers express. In particular, the two initial interviews with the five teachers involved in the pilot study will be examined. From these data, I will present some of the patterns which emerged and which led to the decision to narrow the focus to two teachers. The next chapter will then look in depth at the data from the two case study teachers.

The introduction to this thesis noted how Hayes (1996) calls for teachers' voices to be heard in TESOL research. Moreover, Wengraf (2000:313) argues that in the 're/presentation' of research, the voices that have led to understandings should be kept distinct in order to respect their plurality. He speaks of a zig-zag motion between the researcher describing, arguing and summarising in his or her own voice and the language of the other participants in the research process (ibid.:320). In this chapter and the next, it is the teachers' voices that will be given the most space, so that they can be heard distinctly and clearly.

Before looking in detail at the data, it is useful to present a summary of some of the main beliefs that make up the two orientations as they emerged from the initial interviews. These can be found in Table 5.1 below and will be described and discussed in the remainder of this chapter and in chapter 6.

Table 5.1. The main characteristics of person-oriented and process-oriented teachers.

Dimension	Process-orientation	Person-orientation
Teacher roles	authority resource director (mother figure?) (teacher as authority) credible organised know the subject (knowledge focus)	guide monitor peer (entertainer?) (teacher as support) relate to students prepare interesting lessons enjoy teaching (learner focus)
Learner roles	participate listen to the teacher follow the lesson undertake to learn (teacher focus)	participate be involved support other learners (learner focus)
Personal strengths	know their subject well are professional and well-prepared. (knowledge focus, teaching as a profession)	get on with students try to be creative and interesting. (learner focus, teaching as creativeness)

In the classroom	priority to the lesson plan (focus on learning)	priority to learners' interests (focus on affect)
Rewards of teaching	helping students to achieve (focus on teacher)	contact with people seeing learner progress (focus on learner)
Preference for level	lower levels - can see their progress (focus on learning)	higher levels - can communicate with them (focus on interaction)
Own learning experience	teachers judged in terms of contribution to progress (focus on learning)	teachers judged in terms of personality (focus on affect)
Experience of teacher training	opportunity to learn important things about language and classroom methodology	opportunity to share ideas and have contact with colleagues

5.2 The initial interviews

From the pilot study data it became apparent that, when asked about their beliefs about language teaching and learning, there is a very limited range of answers teachers give to most questions. This was confirmed in the later interview with the sixth teacher, which was carried out specifically to see if this pattern held (see section 7.2.3). The following section will examine some of these answers by taking examples from the initial interviews. What follows is necessarily selective, but I have tried to choose firstly, data that most clearly illustrate the main points; secondly, data that support the main points, but not so obviously, and finally, data which may appear to be contradictory.

5.2.1 Towards two orientations

When asked about their own strengths, the teachers in the pilot study divide quite clearly into two groups. Charlotte, Pam and Tony all emphasise the contact with learners and the ability to get on with them. The first answer that each gives is as follows:

strengths I get along with the students and usually manage to respond if they er if I can see that things aren't going right or if they're not happy about something (Pam 2:003)

oh dear erm ((*pause*)) right strengths I think I'm fairly receptive to students I am sort of I like the students I like people so I'm interested in them which I'm sure erm helps I think that's probably a strength and I'm very patient with the students (Charlotte 1:121)

I tend to be able to engage with people quite quickly if they are I mean even if they're fascinated by embroidery I tend to be able to sort of engage with them that's a general sort of character (Tony 1:184)

Linda and Simon, on the other hand, both place more emphasis on the professional aspects of their work and their own competence:

well I try to know what I'm talking about even if maybe I don't always explain it very well (Linda 1:197)

I'm very professional I'm very prepared I'm well prepared my work is good the quality my work is good (Simon 1:294)

The rewards of teaching mentioned by Pam and Charlotte are linked very closely with the strengths they identified for themselves:

phew well I suppose it actually is meeting young people from different countries in the world and surprisingly finding out there are lots of similarities as well as all the differences (Pam 2:39)

erm contact with the students yeah when you see them doing an activity something that they're enjoying (Charlotte 1:162)

Tony's answer might seem somewhat unconnected with his previous reply. However, what we find is very much a focus on learners and especially on their being engaged and involved:

I mean I love it if people guess you know.... and begin to just sort of get ridiculously guessy with me just all sorts of little things of confidence and we do sort of confidence-building exercises not quite as naff as falling backwards and expecting someone to catch you but I mean that is the most rewarding thing as well when you see someone who at the beginning you say how's your English and even though they're good they go oh it's very very bad and by the end they sort of they don't want to leave the classroom because they think they're suddenly a genius (Tony 1:231)

Simon's answer also concerns his learners. However, it is noticeable that the point of view is different from that expressed by Tony, in that for Simon the reward is in terms of his satisfaction as a teacher, rather than in terms of seeing the satisfaction of the learner:

I love to take the underdog I like to take the student who most people think he's not very bright just let him sit at the back I won't do that and that's not to say that I won't help those who are bright everybody in the classroom should be given a fair chance but it's just wonderful to see students to make a difference and I think for me as a teacher to make a difference is what it's all about (Simon: 1:331)

Linda's answer is more complex as she appears to have difficulty in thinking of the rewards:

er erm ((*pause*)) um I don't really know I mean obviously the contact with people is extremely nice but again I mean I tend not to have all that much contact with students outside the classroom I mean a sort of professional satisfaction like when you do when you help people with do their things in English either applying for something or else you know publishing something or or helping somebody you know to get to the stage where they can do something I mean that's quite rewarding no but I mean I like looking I mean I like the actual topic of the language really I do find it's very interesting you know not sort of something that you feel well I know all that but you you'll always find new things but I mean while your subject matter is language then not only sort of microlanguage but any sort of language there's an inexhaustible supply of interesting things so I mean that's I

really you know I think (I will) probably find that increasingly interesting (Linda 1:273)

She mentions contact initially, but it is interesting that she seems to equate the rewarding aspect of this with contact outside the classroom rather than in it, and then seems to decide that actually, it is not the main reward for her insofar she does not have that sort of contact. She too mentions helping other people as being rewarding to her as the teacher and finally, she seems to say that the language itself is the biggest reward, so she is also focusing on professional rather than personal aspects.

The answers given to the questions concerning the qualities of a good teacher can also be also divided into two groups and again these seem to be closely linked with the answers given to the two previous questions. Pam, Tony and Charlotte all start by listing the personal qualities of the teacher.

obviously I've found that since with teaching that sadly personality does play a great role and this obviously if they're a good teacher as well this is rather important (Pam 1:022)

The above extract is as a result of a follow up question after Pam describes one of her schoolteachers as 'good' and I ask what made her good. Towards the end of the interview, Pam identifies two teachers who she feels have influenced her, Nancy and Bob. In the following interview, when I ask about the characteristics of a good teacher, Pam relates the question to these two teachers.

phew that's a difficult one isn't it really I suppose in Nancy's case it's someone who does relate well to the students obviously who creates clear interesting lessons that the students come out of feeling that they have learnt something erm and in her case I mean she also created lots of she worked very hard she created a lot of materials for her colleagues and I suppose it's not only the students but also what you give your colleagues erm in his case what was it well I suppose always trying to think of new ideas I mean if you've been teaching for years you get very jaded and er he was always trying to look for fresh ideas and was obviously interested in both the students and the subject and at all levels because obviously in school you've got the sort of bottom

groups and he was trying to look at how you could make things more accessible to them or more interesting for them (Pam 2:225)

In describing the positive characteristics of these two influential teachers, Pam is again emphasising their personal, relational aspects, although more professional aspects are mentioned as well.

There is a striking similarity between Pam's answer quoted above and that of Charlotte in their focus on relationships, both in terms of the language used and in the fact that this is the first answer given in each case. Like Pam, Charlotte says:

well I suppose being somebody who's got a good relationship with the students and sensitive to students I mean thinking back to sort of school negative teachers sort of sarcastic sort of humiliating not being interested in the students erm characteristics well I suppose well-organised sort of make it clear what they're doing (Charlotte 2:196)

Tony's answer also concerns the teacher's personality and the more personal aspects of teaching:

((*pause*)) probably someone who can bluff that they're always fascinated by what their students are saying to them ((*pause*)) you've caught me in a really facetious mood we should really do this another time ((*pause*)) basically the bottom line's gotta be that they enjoy it the absolute bottom line I mean if they don't enjoy it there's absolutely no point doing it (Tony 2:123)

Linda and Simon, on the other hand, both focus on the teacher's preparedness.

e::r ((*pause*)) the qualities of a good teacher is the teacher has to be credible to the students ((*pause*)) umm she has to seem to know what she's talking about ((*pause*)) she has to be fairly well-organised in that she has to you know have the right material get there in time smile at the students as though she's expecting them to participate and do something well
(Linda: 2:768)

I think that quite often teachers can be very verbose they need to be in certain situations but erm to have that skill whereby you can listen and to synthesise very readily very quickly what is being said and where the weaknesses are and where the strengths are and then to report that back to a students almost immediately but in few words and words they can understand that is a great skill (Simon 2:223)

Significantly, Charlotte returns to the topic of a good teacher two interviews later, of her own accord, and offers this elaboration of what she said previously:

- Charlotte ((pause)) I was thinking about that cause I told you all these things that a teacher should be I never actually said that a teacher should actually know what they're teaching I missed that out completely didn't I
((laughter))
- Charlotte that's secondary it doesn't really matter does it
((laughter))
- Sue you'd like to add that to the list would you
- Charlotte well yes just at the bottom
((laughter))
(Charlotte 4:093)

I do not wish to suggest that teachers' answers can be neatly categorised. In fact, many answers overlap to some extent. For example Charlotte, like Linda, also says that a good teacher should be well-organised. Moreover, another of the rewards of teaching that Charlotte mentions is the following:

or in another lesson that they say something that they've learnt from the previous lesson (Charlotte 1:163)

which is again very similar to Linda's point of view.

I would argue that, from an educational perspective, certain fundamental aspects of teaching and learning are taken as given and these include such basic factors as progress, which can be seen as the *sine qua non* of teaching. In other words, it would be very surprising to find a teacher who did not give some importance to learner progress. However, what is significant is the way in which a particular teacher orients to these factors and in the data a pattern

does emerge in terms of the focus and the emphasis that the teachers give to their answers, which can go beyond the more obvious similarities. For example, while Pam, Charlotte and Tony all mention learner progress as important aspects of the rewards of teaching, they differ from Simon and Linda in two ways. Firstly, this is not their first answer and, secondly, and more significantly, Pam, Charlotte and Tony derive satisfaction from seeing learners make progress. In their answers the teacher and the teacher's role in this progress are almost absent, as if learner progress were independent of the teacher's intervention. Linda and Simon, on the other hand, derive satisfaction from helping learners to achieve, the emphasis is thus on the teacher's role and the part that the teacher plays in this progress.

This emerging pattern would seem to be confirmed in the answers to another question, concerning what constitutes a successful lesson. Again I would argue that, while it might be said that the answers are similar across the teachers in that they again all focus in some way on progress, Pam and Charlotte emphasise interest, enjoyment and engagement as a way of ensuring that learners think they have learnt something. Linda and Simon, on the other hand, focus more directly on progress in learning. In other words, the perspective from which the teachers are answering the question is different.

Interestingly, in her answer Pam also explains why learning outcomes are important but are not her main criteria for judging a successful lesson:

erm where the students seem to have been sort of engaged with what we were doing all the time so nobody sort of clock watching too much or er it's more difficult to measure how successful it is from the point of view of learning I mean either you should be able to follow up and find out obviously you can do that in subsequent lessons but I think for me probably where I feel that they have become involved in what we're doing of course the ideal is when you seen them using the language that you've taught them but erm occasionally you get that but I think that's much harder really I think basically if I feel that they're involved in what they're doing and er they can see the purpose of it as well (Pam 2:260)

So for Pam, learner involvement is her main criterion for a successful lesson, given the difficulties she sees as involved in measuring actual progress.

Charlotte's answer is remarkably similar and her words are almost identical:

- Charlotte erm ((*pause*)) well that students are engaged in what they're doing that's number one that they're sort of awake ((*laughter*)) awake and engaged yeah and there's a sort of well no not that they're enjoying themselves but that they sort of look as if they feel as if they're doing something ((*pause*))
- Sue that they look as if they feel they're doing something or they are doing something
- Charlotte ((*pause*)) both I mean well you don't know do you but you have to sort of yeah that you've that they seem to be feeling that they're doing something useful do you see what I mean (Charlotte, final interview)

Again Charlotte places the emphasis on learner engagement and, like Pam, she too mentions the difficulties of measuring actual progress.

Linda also sees things from the learners' point of view, but, as mentioned above, the emphasis here is on learning and progress:

- Linda one where the students go home happy thinking that they've learnt something ((*pause*))
- Sue umm and they're happy because they've learnt something
- Linda mm ((*pause*))
- Linda I mean they can be happy because they've made a new friend as well but I mean that's not sort of a determining factor
- Sue so you wouldn't say that was a success that was part of the success of the lesson
- Linda no no I wouldn't I wouldn't I wouldn't no no no
- Sue so it's just purely in terms of what they've learnt
- Linda yes
(Linda 2:743)

Moreover, later in the interview, we broach the topic of what makes effective teaching and Linda says:

((*pause*)) e::r well er you the only possible basis is what the students learn (Linda 2:664)

Simon also identifies progress as the key factor, with the emphasis on the students having learnt something:

I once defined it as a lesson whereby I'd met all the objectives I'd determined beforehand and now I'm altering that, I'm revising it periodically because a successful lesson might not necessarily be that because there may be something unexpected that comes up that has been very valuable and unforeseen but nevertheless has been useful to students I think it's erm making a difference long-term and making a difference in terms of one lesson so that they can go into a lesson and come out of a lesson and say ah I wasn't aware of that I didn't know that but now I do so that would be a measure of success (Simon 2:240)

Further evidence of a basic division can also be seen in the way in which the teachers talk about their role in the classroom. Neither Pam nor Charlotte see their role as that of transmitting knowledge; both express a preference for a less direct and more guiding role.

((*pause*)) I'm not going to use that word facilitator I don't like it I suppose a guide into the language try and help them find their ways through the pitfalls and the fact there're also wonderful things (they don't know) perhaps I don't always say that but you know (I do talk about) learning a language is a wonderful thing really and being able to communicate in another language is a wonderful thing (Pam 2:202)

erm well I suppose it depends what they're doingerm well monitoring erm ((*pause*)) directing ((*pause*)) sort of a supportive role er ((*pause*)) depe a source of information role depending what they're doing really yeah (Charlotte 2:349)

The subsequent interview with Charlotte makes it clearer how she sees these different roles and what her own preferences are. She also makes explicit her views on the knowledge-transmission idea of teaching:

- Sue of the roles that you gave me last time which one do you prefer which do you feel kind of most at ease in ((*pause*)) do you remember what they were monitoring source of information supportive directive I think they were
- Charlotte yeah probably sort of monitoring and a second not a secondary role but when the students are doing something when they're the sort of centre of of the activity
- Sue yeah yeah why what aspects of that role do you prefer
- Charlotte probably just because they're actually sort of doing it and they're involved you know they're speaking and it's not really like teaching a subject where you're giving them knowledge
- Sue um you don't sort of see that
- Charlotte no
- Sue as one of your roles
- Charlotte it is one of the roles but I don't think it's I think if you had to divide the sort of time each role had it would be less perhaps
(Charlotte 3:144)

Although I did not ask Tony a direct question about his role to a large extent this was unnecessary as his talk makes it clear he sees his students as equals:

the advantage of sort of being young is that especially teaching here is that it's it's more like teaching your peers and we'll talk very erm about you know they'll say if they're bored I mean I don't care if they say this is boring I want them to say it's boring and the first thing I always do is give you know in a new course is give them an e-mail address and say look if there's anything you want to do this week just e-mail me give me 24 hours notice and it means that you have a relationship outside the classroom that's sort of that makes it less formal and I can't be bothered with the formality of of the classroom (Tony 1:102)

Moreover, when I ask Tony if he is an entertainer in the classroom, he replies:

I wouldn't say entertainer I would say erm yeah it tends to be sort of the head of the unruly mob rather than you know that's ((*pause*)) god I'm giving a dreadful impression of my lesson you'll have to come and see it's not quite as disorganised as it sounds ((*laughs*)) (Tony 1:196)

Clearly, Tony does not see his role as knowledge-transmission or authority, although he does mention himself as a 'leader'. Naturally, there may be other factors at play here that go beyond Tony's belief system in that his relative

youth, lack of training and limited knowledge of his subject matter could all contribute to him relating to his learners more as peers. This also raises the interesting question as to the role that contextual factors play in teachers' beliefs and this will be discussed further below.

It is interesting to see how these three teachers, so similar in many ways, differ quite drastically in their reaction to the role of the teacher as entertainer or performer. It was Pam who mentioned this aspect of her own accord:

.... also I'm an entertainer I have to be honest and say that I'm the fool sort of I'm a bit of a nut case in the classroom usually which is probably why I'm too teacher-centred because I think there's a bit of me that likes the entertaining side of it (Pam 2:207)

This aspect of Pam's teaching can actually be seen in the humorous tone that she often adopts and the way that she uses her voice, as in the following extract from her lessons:

Example 5.1

001	Pam	alright do you remember the company tell
002		me the name of the company
003		again
004	M	Semco
005	Pam	((<i>deep voice</i>)) Semco:: ((<i>normal voice</i>)) alright
006		·hh do you remember you wrote questionsss
007		... °for each other . and then you answered
008		them .. alright?° .. ·hh so I've . picked out
009		some of your questions . and ((<i>posh</i>
010		<i>voice</i>)) corrected them

Following this, I asked Charlotte if she felt this was one of her roles:

no yeah I mean I think that is really goes against my style of teaching because it's not my it's not my character to sort of stand up and entertain them and I think it's also perhaps a dangerous can be a dangerous style cause some students can find it really you're going to have them either really entertained or really irritated and it gets I think it's a dangerous line don't you think there's nothing I would never try it because I wouldn't erm I wouldn't succeed ((*laughter*)) it's not me (Charlotte 2:371)

Thus we get a range of answers here from Pam's assertion that she is an entertainer, through Tony's rephrasing of that role, to Charlotte's outright rejection of it. I would argue that there are a variety of roles that are likely to be consistent with a person-orientation, and 'entertainer' could be one of those in that this role can be seen as one which keeps students interested and involved, a fundamental aim of person-oriented teachers. Clearly, there are also other roles that achieve the same objectives and Charlotte, for example, prefers to place the learners centre stage and to take a supporting role for herself as far as possible.

Simon's view of his role makes an interesting contrast to those expressed by Pam and Tony. He too talks about being equal with his students, like Tony, and also about guiding his students, like Pam. However, at the same time, he clearly feels the roles of teacher and learner are very separate and there is an emphasis on his authority as the teacher and as the person who ultimately makes the decisions:

I don't see it as an authoritarian figure I see it primarily as somebody who is facilitating the general learning experience and in that I aid and assist and encourage and guide I am in charge and I think that's very clear with my students but it's not about me being superior to you in the context of the classroom it's very much a case of sharing but at the end of the day yes I'm the teacher with a purpose and an objective but they tend to have the same purposes and objectives (Simon 2:200)

The following extract from one of Simon's lessons shows how he uses instruction-giving to underline his control of classroom activities and, implicitly, the learning process:

Example 5.2

Learners have just listened to a model answer of a part of a presentation describing a graph. The instructions were to look at the graph and listen to the recording

001 Simon ok ... notice in the graph .. we have .. single
002 words .. uncomplicated ... unambiguous
003 titles .. always use . basic . bullet points ...
004 ideas . can be .. reduced . to one or two
005 words ... <we're going to hear it again> .

006 and this time .. with the transcript ... I want
 007 you to listen . and to read .. and to note . the
 008 language . of stage
 009 (10) ((*sound of paper being handed out*))
 010 ((*cassette is played*))
 011 Simon ok .. I want you to notice the . structure . of
 012 this very simple presentation . of a graph ..
 013 ·hh . in the first sentence we notice the ..
 014 strategy . for . the development of the
 015 product ... there are six stages . in the
 016 classical life . of a product .. <notice
 017 the terminology> classical .. suggesting
 018 what
 019 (2)
 020 Simon what does the word ... classical suggest
 021 Carla standard
 022 Simon standard .. typical life ..

It is noticeable how Simon is very much the authority here as he explains the graph to the students. Moreover, he is in charge as he controls the interaction carefully. There is no negotiation, no invitation to confirm understanding. He:

- directs attention to those aspects he considers important;
- directs the students' noticing;
- provides categorical instructions ('always use');
- moves immediately from instruction-giving to elicitation, controlling the floor by using elicitation that requires only a one-word answer.

This sense of authority is even stronger in Linda, who also has a clear knowledge-transmission view of her role:

well I think it depends what sort of class cause you know the faculty class where they've got to do the exam at the end then obviously I'm sort of standing on the cattedra (=raised podium) and everything obviously there you're very much sort of what's it called erm the authority the AUTHORITY er you know putting in putting things you know either specially with a very big group like the groups we have there's not much not really very much real opportunity for you know for them to to ask what they want to ask things umm in an evening course though you become I mean you're still sort of an authority because I mean let's face it they do expect it and like let's face it some they are quite young (some of them) (Linda 2:347)

The teacher's role of giving the students information about the language can be seen in the following extract from one of Linda's lessons. The learners have done a short exercise on the spelling of -ing forms and are checking their answers against a list that Linda has written on the blackboard. It is noticeable how Linda takes the initial question from the learner to ask about further vocabulary and to check pronunciation:

Example 5.3

001	Catia	robbed what does mean I forgot
002	Linda	what sorry
003	Catia	robbed
004	Linda	rob
005	Simona	rubare
006	Linda	yeah it's similar to rubare and climbed?
007	Matteo	arrampicarsi=
008	F	=arrampicarsi
009	Linda	yes that's right ermm
010		(3.5)
011	Linda	maybe it's most difficult to remember this
012		spelling rule where you have a Y uh?
013		((<i>sound of chalk</i>))
014	Linda	um? what's the ing form of those
015	M	()
016	Linda	yeah ok just add ING
017		((<i>sound of chalk</i>))
018	Linda	what's the ing form of that
019		(2)
020	Linda	how many syllables does it have
021	LL	()
022	Linda	yeah it has three syllables ma rry ing
023		marrying

Linda's answer is also significant in that, unlike the other teachers, she expresses her role in terms of what she feels the learners expect from her. Talk of what is expected from a teacher permeates Linda's interviews and will be discussed again in section 6.7.2.

The final area to discuss is that of the role of the learner. Perhaps unsurprisingly, the answers here are similar in that all the teachers mention learner participation and say they are favourable to learner initiative. This is likely to be another of those primary areas, like learner progress mentioned above, where the majority of teachers share an apparently similar view, but

again the emphasis clearly varies and it is at this deeper level that the orientations need to be studied and which forms the main part of the analysis in this thesis (see chapter 6).

All the teachers in the initial interviews say that they expect their learners to be active in lessons and to participate. However, both Pam and Charlotte emphasise the importance of learners helping and aiding each other as they feel that, in some circumstances, the learners are better able to support each other than is the teacher.

ooh that's interesting isn't it erm well I don't want them to be passive erm obviously be actively involved in the learning process one of the things I have a problem with and I'm sure most teachers do is that with grammar with erm obviously you try to do it by eliciting and so forth which therefore is an active thing on their part but also other students don't understand something you often find a student can demonstrate it or explain it much better than the teacher can because they can use simpler language so therefore I see their contribution as being just as important as mine because they often can I mean obviously things like vocabulary as well they can explain things don't have to resort to their own language one student can explain to the others (Pam 2:341)

erm ((*pause*)) (I think) it depends what they're doing but yeah as we said before participating or also sort of supportive between themselves among themselves so sort of helping each other (working group work) it comes out sort of through group work or if you sort of have atmosphere that they don't feel embarrassed to make a mistake you do get a sort of classroom sort of culture that builds up sort of in-jokes (Charlotte 2:382)

This type of classroom culture can be seen in the following extract from one of Charlotte's lessons. Maria's jogging and Simone's status as a student are clearly shared knowledge in the group and both make a joke out of this aspect of their lives:

Example 5.4

Charlotte is introducing an activity by asking the learners if they have a stressed or healthy life-style.

- 001 Charlotte ok and er Maria are you stressed or healthy
002 no you're healthy you you go running

003 Maria ah si perché sono molto stressata allora
 004 faccio (= ah yes, because I'm very stressed
 005 so I go)
 006 Char/LL ((*laughter*)
 007 ----- 32 lines omitted -----
 008 Charlotte and Simone
 009 Simone I'm a student er
 010 (2)
 011 ((*laughter*)
 012 Charlotte and so?
 013 ((*laughter*)
 014 Simone eh
 015 Charlotte you're not stressed
 016 Simone no
 017 ((*laughter*)
 018 Charlotte you have an easy life
 019 Simone yes
 020 Charlotte the occasional exam
 021 ((*laughter*)
 022 Simone three day erm before the exam I very
 023 stressed

Learner participation is also important for Linda. However, what we seem to see here is more the idea that the learner's role is a reflection of that of the teacher.

erm well I like them to participate I mean I the trouble is with being sort of say with being I mean particularly in faculty courses but anyway if you say (say you know) I'm the authority and I know is that they don't tend to take so much initiative and so I always try to encourage them I think it's probably like a sort of personal thing but I don't like it if I think that they're not listening to me while I'm talking and that's one reason why I try to limit teacher class cause obviously the more you do the more of it goes over their heads sort of thing er so I mean I do like them to sit there and listen when they're when they're supposed to sort of thing (Linda 2:1063)

This attitude was confirmed in a later interview when we were talking about a specific evening course group:

I don't mind having a comedian I don't like having Marco though because he's always going off on his own little tangents and talking while I'm talking and ((*grits teeth and laughs*)) (Linda 4:050)

Simon focuses even more on the fact that the learner's role is as a response to the teacher:

in a certain sense it's related to what is a good student what is a good group I suppose I have general expectations I would expect that they're there for a purpose and that they're going to be motivated now that is my general expectation it's not a realisation and many times I've been disappointed I don't show my disappointment but I would expect them to be motivated I would expect them to be on time I would expect them to do their work I would expect them to want to ask questions where there were areas of confusion or lack of understanding I have certain expectations and always if they're not met I'm disappointed and then I have to work harder to progress (Simon 2:460)

The above answers on learner roles are reflected in answers to the more specific question concerning how the teachers respond when learners take the initiative. Again the immediate reaction from all the teachers is that this is a good thing and they are happy for learners to be involved in this way. However, their follow-ups and elaborations show some underlying differences. Pam and Tony both place the emphasis on the learners' interests. Even though Pam has some misgivings about learner initiative, these are still centred on concerns for the learners, i.e. that not all the learners will be interested in the direction the lesson might take.

yeah I don't mind it depends I mean half of me thinks um I always worry about it a little bit because there's probably going to be someone there who's not happy about it but I've certainly had lessons I think it's fair enough now and then I mean if they're interested so if they really do take you away and if it's not important I mean with an exam class it can be a bit difficult sometimes if you do it too often I do sometimes say when somebody comes up with something I say well right ok come on get in pairs and what to you think of de de de if what we're doing isn't that exciting or they're not interested well that's fair enough really (Pam 2:354)

In fact, in her lessons, Pam frequently uses learner initiative as a teaching opportunity, deviating quite heavily from her lesson plan, as the following extract from a very long episode in one of her lessons shows. One of Pam's learners, Katsumi had asked the difference in meaning between 'redundant' and 'abundant'. Pam elicits the difference from the students but then Ting asks the meaning of 'abandon'. This is followed by negotiation between Pam and

Katsumi as to whether he originally asked about 'abundant' or 'abandon'. As a result, Pam takes the opportunity to do pronunciation practice on the difference between 'abundant' and 'abandoned'.

Example 5.5

001 Pam right . so if I SAY one of them can you tell
 002 me whether it's ... this for pronunciation ..
 003 because I understood Katsumi to say that
 004 word that's what you said . ok . but they are
 005 quite similar . erm ... just tell me which one
 006 I'm saying .. alright . aBANdoned one or
 007 two right aBANdoned
 008 M (one and two) ... one
 009 Pam right which one am I saying one or two .
 010 aBANdoned
 011 Hari one=
 012 Katsumi =two
 013 Bill two
 014 Pam hhhhh
 015 Tim two
 016 Pam two . alright what's °what can you hear° <I
 017 know this is difficult> what is what can you
 018 hear is the difference .. alright which one am
 019 I saying now aBUNdant
 020 ((2))
 021 M number one
 022 Pam { yeah }
 023 Hari {number} two
 024 Pam so what can you hear that's different
 025 Tim er maybe the ending is different
 026 Pam yes yeah=
 027 Tim =abundant=
 028 Pam there is a difference here but that's more
 029 difficult to hear °a difference here that's
 030 more difficult to hear>° .hhhhh there's a
 031 ti::::: .. ok and a ,
 032 M /d/
 033 Pam /d/ °ok° just just try them after me this one
 034 first alright . aBUNdant
 035 LL abundant
 036 Pam abundant
 037 LL abundant
 038 Pam alright
 039 ((2))
 040 Pam and the other one .. aBANdoned
 041 LL abandoned
 042 ----- 11 lines omitted -----
 043 Pam alright let's try that hold your throat ...
 044 °(you can say /di:/ can't you)° /d/ /d/
 045 ((sounds of students trying /d/))
 046 Pam feel it vibrating °under (there)° /t/ /t/
 047 ((students try /t/))

048	Pam	RIGHT one more time just tell me what I'm
049		saying ... abandoned
050	LL	abandoned
051	Pam	what am I s(h)aying
053	Tim	number one
054	Qing	number two
055	Pam	be careful one more time are you all
056		listening . abandoned
057	Qing	number two
058	LL	number two
059	Pam	°good alright° .. again . abandoned
060	LL	two / number two
061	Pam	.hhh (laughter) one more . again .
062		abandoned
063	LL	two / number two
064	Pam	w(h)ell done ok .. <u>abundant</u>
063	LL	one

Tony also very much welcomes learner initiative:

but I've got to say I'm very hands-off as a teacher I'd always rather you know let them do stuff on their own or let them take the lesson I'm not all directive or you know I'm quite reactive as a teacher I'd say (Tony 1:056)

Charlotte was not asked the specific question. However, the frequency with which learner initiative occurs in her lesson and her willingness to follow the learners would seem to indicate a very similar attitude to Pam. The extract below shows one example. The teacher has asked the learner which of the two characters in their textbook, Suzy Stressed and Henry Healthy they prefer. Mirco has already said he does not like either of them and explained that he dislikes Henry because he is boring:

Example 5.6

001	Charlotte	well he's not very ... interesting (unint) go
002		running before breakfast (terrible)
003	Mirco	yoga is not er to now yoga
004	Charlotte	oh it's not up-to-date? no? no? it's not new
005		age yoga?
006	LL	((laughter))
007	Mirco	spinning
008	Charlotte	oh spinning
009	Mirco	spinning è in er Italian (pure)?
010	Charlotte	erm to spin a wheel to spin is to turn very
011		quickly
012	Mirco	er (walk or er)

- 013 Charlotte no (ride) a wheel spins
 014 Francesca (giramento)
 015 Charlotte yep ... girare
 016 Mirco (unint)
 017 Charlotte no it's actually the movement of the wheel
 in one position (unint) what do you go do
 you do spinning?
 018 Mirco no
 019 Charlotte no
 020 Mirco is very very very boring
 021 Charlotte boring yeah
 022 (2)
 023 Charlotte ok erm what was picture O he ,

Not only does Charlotte accept Mirco's initiative, leading to a discussion about yoga/spinning and the meaning of the word 'spinning', but at the end of the episode she also leaves a two second pause, giving the learners the opportunity to continue if they wish to. When they do not take up the opportunity, she moves the lesson back to the activity.

There is an interesting contrast between these two examples and example 5.3 from Linda's class. Whereas Pam and Charlotte use learner initiative as an opportunity to follow up on points that the learners have asked about, Linda uses it to follow up on what she, as the teacher, feels the learners need to know.

Linda and Simon also both welcomed initiative, but not at the expense of their aims and objectives for the lesson, i.e. the learning outcomes. Linda also seemed to see learner initiative as a risk to the credibility of the teacher:

.... I think it's a good thing obviously you don't want to derail the lesson for too long I mean if you've got a set plan which you normally have however vague you want to kind of get there and so you don't want the learners to sort of say oh good we can talk about her holiday in Scotland or something and then we won't have to do any work however if it's something that they're all obviously interested in then you can either say use it as a warmer use it as a closing activity I mean that's quite useful I don't like them to sort of think that they can take it over and do what they like because well you know I mean that's not their role they're there for you to give them the indications on what they should be doing (Linda 2:1101)

There is a striking difference in the underlying assumptions between Linda and Pam, which can clearly be seen in the language they use. While Pam's learners might 'take her away', Linda's might 'derail the lesson', a much stronger and more negative representation of the effects of learner initiative.

Simon's answer is very similar to that of Linda, learner initiative is acceptable but the aims and the objectives should have priority:

I'm very happy for them to be involved erm obviously it's important to bring it back and to maintain a focus I mean one thing I have learnt over the year I'm sure you remember is focus and so having a very clear focus is important but I'm more than happy and welcome the students to be involved and take it into minor excursions anything major then perhaps I'll sort of suggest we talk about it at a later point especially if I'm unsure of what it is they're asking (Simon 2:117)

I would argue that what emerges strongly from the data that have been presented so far is that the way that teachers express their beliefs cohere around two basic orientations. On the one hand, there are Pam, Charlotte and Tony who place a definite emphasis on people; what could be seen as the personal side of teaching. They underline relationships and contact, teaching focuses on enjoyment and interest, which are equated with motivation and, consequently, learning. In other words, they are **person-oriented**. Linda and Simon on the other hand, emphasise the learning process and the teacher's professional role in ensuring that learning takes place. They too focus on the learners, but, in terms of using the teacher's knowledge and competence in order to help the learners to achieve. They are **process-oriented**.

In this section, only some of the questions in the initial interviews have been analysed, those where the two orientations are the clearest. It is now necessary to turn to parts of the interviews where the pattern did not seem to be so obvious.

5.2.2 Apparent divergences

Naturally, not all the teachers' answers to specific questions could be divided so neatly into two groups and this section will look at some examples of questions where the answers appear to be more varied. Interestingly, these concern answers to the negative side of some of the questions mentioned above, in particular, the hardest aspect of teaching and the teachers' weaknesses.

The first consideration is that, in talking about their weaknesses, teachers are likely to invoke things that they are not, thereby showing a concern with aspects of teaching and learning that have so far been associated with the opposite orientation. This could explain the case of Charlotte, for example, who identifies her weaknesses as follows:

I dunno perhaps one weakness is sort of the ability to think not just lesson to lesson but right through the course I think that's really difficult to build ((*pause*)) and again you tend to be I mean the conditions in which you work (tend to think) right tonight I've got a lesson what am I going to do maybe you should think of the I mean even though you do (have an idea) I mean I do vaguely know what I'm going to do but perhaps the ability to (Charlotte 1:127)

However, there would also appear to be an underlying pattern to the answers that can be interpreted in terms of the two orientations. Because process-oriented teachers focus on themselves as teachers and on their own effectiveness in the learning process, they can be seen to give 'I am' answers to questions concerning their weaknesses and the hardest aspects of teaching. Person-oriented teachers, on the other hand, give 'I do' answers, as their central concern is with what happens in class and how this relates to the learners. Some examples should illustrate this.

Pam described her weaknesses as follows:

.... weaknesses erm too much talking TTT erm my instructions aren't always clear enough erm and sometimes and I can very sort of stuck in

a rut and need to sort of (knock) myself out and do something a bit different and get back in you know if I'm not careful if I'm sort of tired and I haven't prepared things properly then you fall back on old favourites sort of think that wasn't very original (Pam 2:012)

This answer is clearly concerned with what Pam actually does in the classroom. Tony's answer seems to be very different, but, like Pam, he mainly focuses on what happens in the classroom:

.... sometimes I think in terms of the psychology of the classroom when students get angry with the grammar and I've already explained it three or four times often I think sometimes I misread the psychology or the group dynamics but erm that's that's one thing the other thing is I am I'm not impatient but I expect people to be clever I mean if I've explained something twice in a day if they then make a mistake yeah I mean I have fines in the classroom I have fines of a hundred lira and it's for things like if they say /si:/ sheen instead of seen or shientist or /psaiko/ or erm the obvious mistakes which really grate and we have a hundred lira then when I explain something in Italian every time I make a mistake which is like every three seconds I then get fined a hundred lira and then we tot it up and we have a joke and no one ever pays anything but it sort of concentrates the mind (Tony 2:460)

Linda's answer is interesting, partly for the range of factors she identifies as being weaknesses and partly because she then gives reasons why most of them might not actually be weaknesses at all. Her final point is very reminiscent of what Charlotte said, but the others are all different to the other teachers. However, most of the points she raises concern who or what she is, not what she does:

.... obviously I'm very disorganised cause everything's all over the place but it's just that my mind works like that cause I sort of not remember heaven forbid that I remember (anything) I sort of have these kind of instinct where I might have put something or where it might be ((laughs)) I don't think it's necessarily a weakness I think that it's it's something that means that maybe I'm a bit difficult to work with a bit individualistic I'm very last minutish but again I mean normally that's not necessarily a weakness because I do find that if you do prepare things beforehand you just I just forget them so I mean have to kind of do it er other weaknesses what else er maybe I sometimes speak too quickly for them but I mean you know that might not be a weakness anyway erm er I can't think of any other weaknesses er what else might there be er sometimes I'm a bit late ((pause)) yeah I mean one

tries to have an overall direction of where one's going with the class sometimes you don't always get that if you don't spend a lot of time and effort planning it all (Linda 1:237)

Finally, there was Simon's answer:

.... weakness sometimes if I have a very unruly class I have to fight between who I am as a Christian and what I'd like to say and do to them so this is a weakness in one sense and also this course whilst it has taught me a great deal has also revealed how much I don't know there's still a huge area of work I don't know about but that I think is the same for any aspect of field of life you can carry on learning and it won't greatly impair your teaching if you don't know certain aspects of work but I realise more and more just how little I know (Simon 1:300)

Although these comments are apparently very different, if they are seen in terms of 'I am', i.e. concerned with the characteristics of the teachers, who he or she is, or 'I do' i.e. concerned with action, with what the teacher does or does not do in lessons or in the classroom, then there is again an underlying similarity. Moreover, while it is noticeable that there are elements of both in Linda's and Tony's answers, the main emphasis is with 'I am' in Linda's case and 'I do' in Tony's case.

Another question that leads to apparently very diverse answers concerned the hardest or most difficult aspect of teaching. Pam, for example, focuses on progress, which would seem to be more connected with a process-orientation:

.... if like I've been teaching a lot of intermediate in particular and they do reach that sort of plateau and I've thought particularly this last year I don't know that I've made a lot of difference to their progress you (Pam 2:044)

Charlotte's answer is very much context-dependant:

erm do you really want to know the working conditions being freelance if you've got a base with erm a teacher's room with all the books and somewhere to sit and plan the lesson I'm sure it makes a difference (Charlotte 1:174)

Tony's answer is the one that is the most obviously consistent with a person-orientation, given the focus on affective aspects:

being very blunt it's just when you can't be shagged because probably more than maybe (more than most) I mean the teachers I've seen erm it's very very high energy sort of the way I teach is a lot of prancing around the classroom you know erm quick fire conversation getting people talking and it's exhausting that really is the hardest thing is the energy aspect and erm yeah what else I mean the flipside of that is when they can't be arsed when there's a quiet class it's difficult you know when you sort of the minutes sort of drag (Tony 1:252)

Linda's answer is also clearly consistent with her process-orientation and concern with professionalism:

er oh I don't think it's a hard job I think what compared to what other people have to do to earn their bread it's not easy but it's certainly not hard I mean it's sort of challenging and that er the hardest oh well in our particular situation the hardest aspect is obviously trying to do things with a certain level of professional sort of er respectability and finding that you're battling all the time against colleagues who who dig their heels in and don't know what they're talking about I mean I do find that very frustrating (Linda 1:309)

Finally, Simon's answer is also consistent with his process-orientation in that he focuses on his own ability and competence as a teacher:

I think the hardest thing for me is every time I go into a lesson I get very nervous even now in one sense that's good because I'm not becoming indifferent but also I'm very conscious that I want to give them my very best and so I'm highly censorious of my own performance my own effort and my own teaching ability and really I think that can sometimes affect my teaching and I'm learning not to be as judgmental of my own abilities and as hard on myself (Simon 1:310)

Again, the answers are apparently very diverse and Pam's answer in particular, with her concern for learner progress may seem to be more process-oriented. However, I would again argue that there is an underlying pattern that distinguishes the two groups of teachers. Pam and Charlotte both identify the hardest aspect of teaching in something that prevents them from doing their best for their learners. In both cases these are external challenges that the

teacher can do little about, identified by Charlotte in her working conditions and by Pam in the level of the learners she is teaching. Linda and Simon, on the other hand, both identify factors that prevent them from being the best they can be as teachers. The answers are therefore very similar to those concerning the teachers' weaknesses.

The discussion so far can be very briefly summarised as follows:

- person-oriented teachers believe that teaching and learning is centred on the learner. They are concerned with the affective side of teaching, based on positive relationships, and with learners' subjective needs and wants. They believe that it is by satisfying these needs that the teacher is best able to facilitate and promote learning. Weaknesses and problems are seen in contextual/situational terms. Consequently, person-oriented teachers are also very much focused on what they are doing in the classroom.
- process-oriented teachers believe that the learning process is central to teaching and learning and tend, therefore, to be concerned with their own preparedness and competence as teachers, as well as with the objective needs of learners. Weaknesses and problems tend to be seen as personal challenges. Process-oriented teachers are more focused on being the best teacher they can be, as they see a direct correlation between teaching and learning.

Of course, this is not an absolute division. A teacher who did not consider their learners as people or who was not concerned with the learning process is likely to be very rare.

One final example from the initial data is interesting. This concerns the extent to which the teachers are happy to have contact with learners outside the classroom setting.

Although not one of the questions in the initial interview schedule, the issue of contact with the learners outside the classroom arises with all the teachers. Tony, for example, says that one of the first things he does with a new group is give them his e-mail address and encourage them to write to him:

they do a lot do or lots even if they don't make suggestions sort of just write and say hello this is what I did this weekend write me a paragraph and say correct that so partly you know it might take an extra half hour an hour a week to do but it means that you have a relationship outside the classroom that's sort of that makes it less formal and I can't be bothered with the formality of of the classroom (Tony 1:111)

Charlotte and Pam both have a certain amount of contact too. When talking about the positive aspects of the school where she works Pam says that she has:

developed nice relationships with some of the students I keep in touch with some of them not as many as I should do I'm very bad at writing (Pam 1:290)

Later in the interview Pam talks about a teacher, Nancy, who she feels has influenced her because she was a good teacher who cared about students. Pam maintains that she too tries to care but she believes a certain distance should be kept. She feels that it is acceptable to invite students to your home and see them out of class as Nancy does, but not to get too involved. A similar position of friendly but rather distant was also expressed by Charlotte. When asked if she sees students outside class, she replies:

Charlotte oh yes a lot well not a lot but erm
Sue on their initiative or yours or both
Charlotte e::r both I suppose
 (Charlotte 1:166)

Charlotte then goes on to add that she has some friends who are ex-students of hers, but she would not organise trips to discos like her colleague Adam does.

Linda has a completely different attitude to seeing students outside class. We have already seen above that, when asked about the rewards of teaching she initially identifies contact with the students as important, but then goes on to say that she doesn't actually have that much contact outside the classroom. She then continues:

I'm not that sort of person who makes friends with their students sort of cause I sort of you know like to have the role of teacher and the role of student because I like people to have roles anyway you know like that person's a friend that person's a colleague that person's my boss and that person's a secretary for example ((laughs))⁴ and that person's a student you know I find that I mean I know that a lot of other teachers do sort of make friends with all their students but I find I don't really I like to sort of you know sort of say hello to them when you meet them in the self-service⁵ and what not and all that but I mean I wouldn't sort of think of a course as a place where I'm going to sort of organise base my social life on that sort of on people like that you know because that's not I don't think it's fair I mean that's not what they're there for I mean you know if they want to be friends that's you know but I wouldn't sort of expect them that they've got to sort of take an interest in me as a person (Linda 1:275)

Here we get a clear idea of how Linda sees her role and that of her students as something separate and she does not appear to be comfortable with the overlap⁶. If this is a characteristic of process-oriented teachers, we may expect to find a similar response from Simon. In fact, Simon has frequent contact with students outside class:

we like to invite students to our home we like to be invited we like to share with them we share ideas we share our faith we share lots of things even those who don't believe we have good relationships (Simon 1:196)

⁴ This is a reference to a specific secretary who Linda thinks steps out of her role at times.

⁵ As had happened when we'd had lunch together, just before the interview.

⁶ When Linda read this about herself, she specified that here and in other references to meeting students outside, she was talking about university students she has to do exams for. In fact, she feels that 'meeting non exam students outside is not a bad thing. You remember how nosey I am about where the uni students come from and what they're called etc! I always have a chat if I meet any adult ones in town.' (Linda, e-mail communication 18/01/2004).

However, it emerges both from this extract and from other parts of the interview that this contact is primarily based on Simon's view of himself as a missionary, rather than as a teacher, although he says that it is not always easy for him to separate the two:

I want to give my professional expertise and I want to give my experience I want to help people learn to speak English but I also want to share my faith so the two of them cannot be separated I want them to know I'm a Christian I want them to know what I believe and what I would like them to know about but I'm there as a teacher I'm there to help them both pastorally intellectually educationally pedagogically in any way shape or form I can (Simon 1:210)

This example of meeting students outside the classroom setting shows how it may be necessary to take into consideration factors that are outside the immediate field of teaching and learning in order to account for the data. Although the study of life histories (Goodson, 1994) goes beyond the scope of this thesis, certain aspects of teachers' lives outside the classroom clearly should be considered.

The above data give an initial idea as to the patterns that can be found in the teachers' talk. However, these alone would not be enough to justify positing the existence of two orientations in ESOL teachers. It is now necessary, therefore, to analyse the data in more detail. In order to do this, the next chapter will focus on an in-depth analysis of the interview data from the two main case studies, Linda and Charlotte.

Chapter 6

The paradigm cases

6.1 Case Study Data

As already stated in Chapter 4, the reason for choosing Charlotte and Linda for a more in-depth study was that they had emerged as potentially the clearest representations of the two orientations which were hypothesised as a result of the pilot study. In the following sections, data from these two case studies will be presented to show how the two orientations would seem to go well beyond direct answers to a few specific questions, permeating much of the teachers' talk about teaching and learning, and forming coherent personal belief systems which underlie not only what the teachers say, but also what they do. The focus is mainly on the interview data, but other sources such as teacher diary entries will also be drawn on. Sections 6.2 to 6.9 will focus on the categories that emerged from the detailed analysis of the interviews, as outlined in section 4.5. Section 6.10 will briefly look at the metaphors the teachers chose to describe their teaching, while section 6.11 will examine the comparative data from the apprentices' course that Charlotte and Linda taught together. Section 6.12 will draw on the secondary data sources to show further evidence of how pervasive the orientations may be.

6.2 Beliefs about language learning

Before describing the most significant categories from the interview data, it is worthwhile to look first at what the two teachers have to say about second language acquisition, both concerning their own experiences as language learners, i.e. why they believe they were successful at learning languages or

otherwise, and concerning what they say about their own learners. This is because, in spite of their apparently different orientations, they actually hold very similar beliefs about how languages are learnt and the characteristics of a good language learner. These beliefs can be summarised as follows.

6.2.1 Linda

Linda believes that good language learners do not need certainties, are tolerant of doubt and must be willing to raise questions in their own minds. A desire to work hard and motivation, both intrinsic and extrinsic, play a fundamental role in language learning too. However, she also believes that there is an innate ability to learn languages.

Mechanical learning, through paradigms for example, is useful in the early stages to avoid fossilisation of errors. A sound understanding of basic grammar rules is also considered useful and it is necessary to have exposure to the right type of language both in terms of level and content relevance. Language must be put into context and it must also be continuously recycled. The teacher needs to encourage learners and give them confidence.

Examples from the data where Linda expresses her views are the following⁸:

.... I think that some people have got the right GENES to learn languages⁹ (*laughter*) I think that there's a great deal of difference in in in in ability language learning as there is in everything and no the other thing the other thing the other thing is like you have a sort of certain willingness to suspend any doubts or disbeliefs so that you can sort of tolerate that something is like that even though you don't understand why and I think that's very important and that's why the credibility of the teacher is important (Linda 2.843)

er well erm I think that I think that motivation's very important er erm you know like what's it called intrinsic and extrinsic you know like if

⁸ Some of the interview extracts in the following sections overlap with those used in Chapter 5, but they are reprinted in this chapter for ease of reference.

⁹ Reference to a recent discussion we had had about nature vs. nurture and the current trend to attribute everything to biological factors and see solutions in pills, where Linda had supported the biological view more strongly than I had.

you feel that you're doing well while you're actually in the classroom and also if you've got some (unint) I think it varies I mean I think it's completely not completely but very different between children and adults though well you know exposure to the right type of language what was the other thing you've got to say exposure to the right type of language obviously you know there's no point going for something that's much too difficult and I do think that tolerance of uncertainty is very important as well (Linda 1:068)

It may be legitimate here to question to what extent the expressed beliefs outlined above actually reflect the teacher's true beliefs, given that Linda says *what was the other thing you've got to say*. Here she would seem to be acknowledging explicitly that she is saying what she feels she should be saying, probably an indirect reference to Willis's (1996) conditions for language learning. This would also be confirmed by the fact that she cannot actually remember the third condition. However, it is noticeable that she mentions motivation and exposure more than once, in separate interviews and different contexts. Thus, apart from the extract above we also find the following:

er what's it called suspension of disbelief you know like tolerance of doubt motivation and the exposure you know willingness really to be exposed to the right language and also a certain amount of application (Linda 1:375)

right a good learner well umm ((*pause*)) concentration which comes from motivation which can be extrinsic or intrinsic but obviously the sort of very strong one is extrinsic motivation because they know they've got to you know sell machinery or whatever (Linda 2.840)

The role of 'motivation in language learning was again emphasised by Linda when talking about the apprentices' course (see section 6.11 below). She maintained that they made little progress because they had no real motivation and this was a fundamental difference between the apprentices and the other learners she taught (adults on evening courses and university undergraduates).

6.2.2 Charlotte

For Charlotte, good language learners rehearse language, plan what they want to say, and use the language for communication. They make an effort to learn vocabulary and can also work out the logic of grammar rules. They need to be motivated, try hard to learn and to be well organised. They do not need to have everything explained to them. Charlotte also believes that some learners have 'a natural flair' for languages.

The teacher should try to bring the classroom as near to the real world as possible and help learners to see the relevance of what they're doing, thus the language should be contextualised. Exposure to the language is also important:

.... I think there are two things somebody who's really dedicated motivated well organised someone who can see the relevance of what they're doing and apply it to a situation erm what else ((*pause*)) erm and then er if you've got that and you're also have a flair for languages (Charlotte 1:31)

I try to make people see the relevance of what they're doing putting things into a communicative situation so not teaching grammar for grammar's sake but erm ((*pause*)) yeah trying to relate it as much to their lives (Charlotte 1:58)

From these brief summaries it can be seen that both teachers believe that there is a natural ability to learn languages, both emphasise the role of motivation in language learning. Both underline their belief that languages are learned through exposure and through contextualising language, and both see the usefulness of grammar in language learning.

From what has been said above, it would seem we can conclude that both teachers have the same starting point in their teaching. Assuming that the fundamental goal of teaching is that learners learn, we can also conclude that Linda and Charlotte also have the same ultimate aim. What differs, therefore, is their beliefs concerning the best route for arriving at this aim and it is these beliefs to which we shall now turn our attention.

6.3 The teacher's own learning experiences

As seen in section 2.3.1, the influence of a teacher's own learning experiences on his or her beliefs about teaching and learning has been widely investigated. Generally speaking, it is thought that the 'apprenticeship of observation' (Lortie 1975) has a great deal of influence on how teachers teach and makes them remarkably resistant to change. Studies in this area call for the need for teacher education programmes to give teachers the opportunity to reflect on their past experiences as learners and on their pre-conceived beliefs about learning in order to be able to work on these in teacher education programmes. This is clearly not the focus of this study. However, it was felt that these experiences may be significant and so in the first interview both Charlotte and Linda were asked about their own language learning experiences with the result that certain themes emerged which would seem to be consistent with their orientations.

6.3.1 Charlotte and language as communication

On the whole, Charlotte considers herself to be a poor language learner:

.... I wouldn't say I was sort of a great language learner I might have sort of thinking when you think what does a good language learner do you always sort of think did I do that things like rehearsing something or er what else things like pronunciation and vocabulary I never remember vocabulary I don't make any effort I don't do anything I tell my students to do well I suppose in a way I'm lazy so probably just sort of learnt what I needed to in the situation yes I was good in that you know practised if I'm going to go and say something I'd practise it before quite good at sort of working out the logic of grammar rules but not very good at I wouldn't say I was a natural I think there's good language learners from a cog from one point of view and people who have a flair for pronu for speaking really well but I wouldn't say I was in that category (Charlotte 1:003)

However, she does seem to make a distinction, albeit not explicitly, between her experiences of language learning at school and outside the classroom, especially in terms of motivation. In comparing her experience of French O

level at school with her experience of learning Italian in the country, she points out that her French learning was very 'scholastic' in comparison with 'how we teach', with an emphasis on reading, writing and grammar, 'not at all communicative':

.... it really was just an academic subject there was had no motivation I mean it was completely there was no need to speak French so it was really just the sort of academic a mental sort of activity (Charlotte 1:004)

This is in contrast with her learning Italian, which she says she just 'picked up', with the motivation of living in the country and of communicating:

.... thinking about it anything that you can say if you manage to string three words together you think you're really good and you go round saying really stupid things at the beginning just to say something and so you feel really great it's later that it gets really frustrating when you really do have something to say and you can't which paralleled also to the classroom's probably the same another thing I can remember is sort of just arriving here and not understanding anything because I'd never studied it at all and the sort of blur I couldn't separate where one word ended and where the next began and I remember after about two weeks I could divide the words I didn't know what the words meant but I could divide them off ((*comments*)) and frustration at not being corrected by my husband who is really bad he never corrected me so it's I mean I still have problems now (Charlotte 2:021)

Motivation in the form of a need to communicate is clearly central to Charlotte's own learning experience and it seems that, although she says she is not a good language learner, this negative experience may be limited to her classroom experience, to language learning as an academic exercise. In fact, there is a certain contradiction in her account when she initially identifies rehearsing language as something a good language learner does, but that she does not do and her specific account of learning Italian, where she says she would actually practise what she needed to say. She also relates her feelings in learning a language to how she thinks her own learners must feel in the classroom.

In talking about her own experiences, it is surprising how little Charlotte actually says about her own school experiences in general and about her teachers in particular. She only mentions her own teachers twice and only once is she specific, when she says of her French teacher:

the way we did it was very sort of scholastic so yeah I enjoyed it erm because I liked the teacher actually ((*laughter*)) yeah actually that is significant isn't it (Charlotte 1:004)

She then goes on to specify that she liked him for his friendly approach, whereas she remembers teachers she did not like as being 'humiliating not being interested in the students'. This is significant in terms of the two orientations and very much in contrast with Linda, as we shall see below.

In sum, Charlotte's account of her language learning experiences seems to emphasise the communicative aspect of language as the major motivating force behind her experiences. Moreover, there seems to be a concern with the relational aspects of teachers rather than with their professional ability and competence, although admittedly, there is little evidence available on this point. However, we do get one reference to a negative aspect of her French teacher's teaching:

- | | |
|-----------|---|
| Charlotte |only one thing sticks out is listening I can remember being REALLY bad at listening the teacher would just sort of put the cassette on and ((<i>pause</i>)) and (I could never) understand anything |
| Sue | but was (then) do you think maybe that was because the teacher how the teacher approached it then |
| Charlotte | oh yeah definitely |
| Sue | yeah it wasn't you that was bad at listening |
| Charlotte | no no well I mean it might have been but I'm sure you know just somebody puts a cassette on and says right (unit) grrrrrrr so I can see that in students' faces when you now approach the tape recorder panic (Charlotte 2:009) |

Even this did not seem to invalidate the fact that he was friendly and as a result of this she actually liked learning French.

So is there any evidence that Charlotte's beliefs about teaching are influenced by her experience of language learning? She herself says 'I suppose it does indirectly without you even realising', but she was unable to be specific at all, except to say that she feels her experiences have given her a clear understanding of what it feels like to be a language learner. It is also noticeable, however, that some her ideas about how to learn languages do seem to reflect her own experiences. For example, when asked what she considers the best way to learn a language is, she replies:

- | | |
|-----------|--|
| Charlotte | er to try and bring the classroom as near to the real situation as possible which yeah |
| Sue | do you think that's what is that what you try to do in your teaching |
| Charlotte | yes sometimes ((<i>pause</i>)) ideally yes ((<i>laughter</i>)) |
| Sue | can you give me an example of how you might try to do that |
| Charlotte | erm ((<i>pause</i>))I try to make people see the relevance of what they're doing putting things into a communicative situation so not teaching grammar for grammar's sake but erm erm ((<i>pause</i>)) yeah trying to relate it as much to their lives (Charlotte 1:038) |

This seems to be a reflection of her own experiences of learning Italian and of trying to learn language for communication in a particular situation. However, when I ask Charlotte explicitly about this, quoting her words to her, she is not at all sure about my interpretation:

yeah but it's not a sort of major yeah it's probably related in a little way but not really no cause I don't really have strong feelings about erm about erm it's probably more sort of to the type of teacher I like doing I wouldn't like to sort of stand up and do I'd find it really boring to sort of dry teacher talk lessons obviously it is because I've thought about it a lot and decided that's how people learn ((*laughs*)) I'm sure it's a combination of both but I wouldn't say it's a really big sort of thing about how I learnt languages (Charlotte 6:368)

It is interesting how she feels that the type of teacher she is constitutes the most important influence on what she does, a theme that will recur in the discussion below.

6.3.2 Linda and language as a system

Linda talks at length about her school and university experiences. From her accounts of her own language learning experiences, two things are immediately clear - she was a good language learner but she had very bad teachers.

Like Charlotte, she enjoyed French at school, but she enjoyed it, not because of the teacher, but because she was good at it:

I always seemed to miraculously understand everything in French.
(Linda 1:003)

She found she was quick at understanding and believes it was because she did not feel the need for certainties:

as I'm a pretty sort of vague wishy washy sort of person anyway
applying that to language it didn't bother me that things didn't exactly
correspond. (Linda 1:005)

This extends to all her other language learning experiences. On her return from a short time in France, she says she found she could understand and speak without too much trouble, although she cannot consciously remember improving while there. She also did Russian CSE and again felt that she learnt quickly and caught on easily.

Linda's motivation for language learning came from being good at the language and therefore having a leading role with her classmates, who looked to her for help. She also says that she felt really special when she returned from her stay in France, as this distinguished her from her classmates.

On the other hand, her memories of her language teachers are extremely negative. Her secondary school French teacher was 'absolutely crap', her upper secondary school teacher was 'even crappier':

and he was really very bad and he didn't motivate or inspire anybody, in spite of being an Oxford graduate and bla bla bla (Linda 1:022)

Moreover, for her Russian CSE, she had two teachers, one of whom she remembers as always absent and the other as 'stupid'. Linda concludes by saying that she did have good teachers at school, but never for languages.

At university it was much the same picture as the teaching was 'really crap as well', consisting as it did of 'really difficult translation'. Here we get the first remarks concerning the more affective aspects of the teacher who is described as:

.... a really horrible man because (make) all sarky remarks about all the silly mistakes everybody had made so one was always a bit nervous in case one's own silly mistake (unint). (Linda 1:035)

Conversation classes with the assistant are described as 'hopeless', as she did not know how to make the students talk:

so actually I really do think that the teacher has a pretty minimal role really, except maybe possibly in affective terms, like they make you feel they encourage you or they give you things that are accessible (Linda 1:010)

She does not remember ever having clear explanations from teachers, rather, she remembers giving clearer explanations herself because she could better understand what it was her friends did not understand⁹. Although in the above extract she says that the teacher might be important for affective reasons, she actually seems to have little memory of what her teachers were like on an affective level.

Another aspect that emerges from Linda's account of her own language learning experiences in a natural setting is her use of conscious strategies to

⁹ There is an interesting parallel here with Charlotte's and Pam's beliefs, mentioned above, that learners should support each other as they can often help each other better than the teacher.

learn the language. In her first year at university she went to France as an *au pair* and she remembers having a little notebook to write down vocabulary. On holiday in Venice, she found she did not understand Italian, so she went to Florence on holiday and did a beginners course. When she came to live in Italy, there was a lot she could not understand and she could not speak, so she used a dictionary to look things up. She also read newspaper articles, translated them into English and then translated back into Italian, as well as writing down words and expressions. All are strategies that she describes as useful. This clear recollection of precise, conscious and deliberate learning strategies is somewhat in contrast with Charlotte's much more general account of her language learning.

In summary, on the one hand, Linda appears to be quite an instinctive language learner, perhaps one of the 'naturals' that Charlotte mentions. In fact, she indirectly acknowledges the instinctive nature of her own language learning experience and recognises that it is perhaps not very useful for teaching:

but I realise this isn't very helpful for language teachers, you just say you just have to understand it before you start (Linda:1:026)

In terms of how her own experiences have influenced her teaching, Linda says:

.... I mean I suppose either consciously or unconsciously you know I do always try to sort of make the students feel happy about what they've done sort of thing I mean you know (I'd always) try to be sensitive to what it was they didn't understand. (Linda: 1:084)

She goes on to say that she cannot really remember if her own teachers were sensitive or not.

It may be possible to see Linda's beliefs about teaching as a reaction against her own experiences of language learning. In other words, because she believes her own teachers were basically incompetent, this may have led to her emphasis on

the importance of the teacher knowing the subject and of being credible to the students, although this can clearly only be speculative. This may also go some way towards accounting for the remark quoted above that teachers have a 'minimal role', which is clearly out of line with most of her talk, which places the teacher at the centre of the learning process, as we shall see below.

6.3.3 Summary

In terms of the two orientations, there are definite indications that these can be found in the ways in which the teachers talk about their own language learning experiences. Before discussing these, however, it is necessary to note that Linda had a particular interest in languages from a young age and wanted to become a French teacher quite early on. Charlotte's main interest, on the other hand, was music and so languages were never at the forefront in her educational experiences.

Keeping the above proviso in mind, we can say that Charlotte, as a person-oriented teacher, would seem to focus on her own teachers on an affective level, in terms of their personality and the relationship they had with their learners. However, it must be acknowledged that there is very little data on this point. Linda, on the other hand, as a process-oriented teacher, has a clear emphasis, as far as her teachers are concerned, on their (lack of) ability to promote language learning, rather than on their personalities.

Moreover, in talking about her own language learning, Charlotte focuses on using the language for specific communicative purposes, and, apart from the rather general 'rehearsing language' she makes no reference to particular strategies. In fact, when talking about learning specific aspects of the language, she simply says that she was not very good at it.

Although Linda would seem to be an instinctive language learner, she can actually identify very clear areas of the language that she focused on and the

language learning strategies that she used. Here the emphasis is more on the language as a system and as an object of study, consistent with a process-orientation, rather than the Charlotte's reference to language as communication, as a functional tool, which would be part of a person-orientation.

6.4 Career and development

As noted in section 2.3.2, the effect of teacher education on teachers' beliefs has been widely studied and would appear to be minimal, although the evidence is not always conclusive. The ways in which the teachers talk about their experiences of teacher education and of becoming a teacher could, therefore, be relevant to the present discussion too. In fact, some of the themes noted in the previous section became even more emphatic when Charlotte and Linda spoke about these topics, with a clear distinction between what is learnt in Linda's talk and the experience of learning in Charlotte's.

6.4.1 Charlotte and contact

Like so many, Charlotte became an English teacher almost by accident:

well the abridged version I was living in Italy and I needed some money and I could speak English er it was the only thing I could do absolutely no qualifications no I hadn't got a clue they gave me I went to a language school in ((name of town)) a very unscrupulous language school who gave me the book and said there's the classroom go in (Charlotte 1:061)

Initially, Charlotte just saw teaching as a stopgap as she fully intended to continue with her initial career choice as a musician, the reason she came to Italy in the first place. However, she gradually became more and more interested in English language teaching and finally decided to make that her career. As a result, she did the RSA Diploma. She was initially worried that the

other teachers would know more than she did but to her relief they did not and the result of the Diploma was a growth in self-confidence:

.... that was really good because I'd been teaching as a freelance teacher with no contact with other teachers so I was sort of feeling my way in the dark really I wasn't sure that what I was doing was right (Charlotte 1:088)

Significant is the answer that Charlotte gives when asked what the most important aspect of the Diploma was for her:

probably the practical (side) of being observed ((*pause*)) I think that's probably what I learnt the most from ((*pause*)) erm what else ((*pause*)) observing other teachers as well ((*pause*)) erm it's a long time ago actually erm ((*pause*)) no I think the thing I liked most about because having been sort of freelance not working in sort of not very good language schools where there's absolutely no direction and you're very sort of just left to get on with it I think the most the thing that stands out the most is the discussion and sort of throwing around ideas with other teachers (Charlotte 1:096)

This aspect is repeated again when talking about the influences on her teaching:

Charlotte again actually doing the RSA was sort of a great influence because it was the first opportunity where I'd had sort of exchange ideas go into things in depth ((*pause*))

Sue that's very important for you isn't it the idea of sort of contact with colleagues exchange I mean even sort of talking to you outside

Charlotte yeah and probably yeah even more so then because I hadn't because I went to sort of teaching by mistake ((*laughter*)) I suppose I didn't sort of feel I was a proper teacher because I didn't sort of insecurity and also if you're working just by yourself with nothing to measure yourself against (Charlotte 2:137)

The role and importance of colleagues as a support is a recurring theme in Charlotte's talk. At the beginning of our collaboration, when she is working freelance, she often complains about the lack of contact with other teachers. As mentioned in section 5.2.2 above, when asked about the hardest aspect of being

a teacher, Charlotte replies that it is the condition of being freelance and of not having a teachers' room. She also says that she feels very isolated.

Charlotte feels keenly the lack of opportunity for discussion and everyday contact and conversations with colleagues in her own situation, which she compares with other situations she comes across at times:

.... that's what I mean I mean just little that's what really struck me when I went into the ((*language school*)) that there was this atmosphere of teachers sitting the teachers' room I mean just little snippets just exchanges you know ((*pause*)) yeah that you miss (Charlotte 2:148)

In a later interview, I show Charlotte a list of the themes that I have picked out of her previous interviews and ask for her comments. Her reaction is:

yeah lack of professional contact yeah probably that's the strongest of the three (Charlotte 4:033)

During our period of collaboration, Charlotte got a full-time job at university as a language assistant (though at a different university to Linda). In our sixth interview, not long after she started, she is talking about the positive aspects of her new job:

and also just sort of the working together and actually having a place with colleagues cause I mean that was something at the ((*university language centre*)) which was just awful there was no sort of exchange of ideas (Charlotte 6:456)

As she herself says, 'I like working in a team'. So supportive colleagues and contact with other teachers is clearly of fundamental importance for Charlotte, whatever context she is working in.

6.4.2 Linda and learning how to teach

Linda's path into EFL was both similar and different to Charlotte's. Unlike Charlotte, Linda first career choice was to be a teacher and she initially

qualified as a French teacher in the UK before coming to Italy. However, when asked why she became an EFL teacher, she replies:

I just drifted into it ((*laughter*)) er er well because I was already a French teacher and I'd just drifted into that erm well you know cause I'd decided I wanted to stay here and there was that possibility ((*pause*)) but I knew that was a possibility because I was already a teacher I suppose why I wanted to be a teacher in the first place was because I liked it at school because I was good at school I suppose I imagined that it was a sort of continuation of the same little world (Linda 1:087)

Linda's experience of teacher education is much wider than Charlotte's. She has a PGCE in French, an RSA Certificate and a Master's. She also followed an RSA Diploma course.

In talking about all her teacher training experiences, it is very noticeable how Linda's recollections focus on what she learnt. She describes her PGCE as a very positive experience as the tutor was very good and she learnt a lot about French and about methodology, basic psychology and sociology. She describes her tutor as follows:

.... he was a very bright man you know he was all on the ball and all that au fait and everything with all the latest theories and that and he did teach us quite a lot he was very clever (Linda 1:044)

The RSA Certificate is also described as 'good and useful', while she says she learnt a lot from the Diploma because again she had a very good tutor.

It is striking how Linda is able to point to several very specific things that she learnt from each of her courses. For example, from the PGCE she learnt the importance of thinking of an appropriate and natural question when trying to elicit a particular answer; that you do not start an activity until everybody has got the text; that you do not move around during listening. From the Certificate she remembers learning the present progressive tense for future actions and PPP (Presentation-Practice-Production) methodology. From the Diploma she

learnt about Michael Lewis's ideas and a lot about SLA theory, but also practical ideas, such as getting students to compare answers after a listening comprehension before going through them so everybody gets the chance to think of an answer.

When asked about the biggest influences on her teaching, Linda, like Charlotte, points to the courses she has done. However, again this is in terms of what she learnt from them:

in terms of having practical ideas and knowing what to do I got a lot from ((*diploma tutor*)) (Linda 1:157)

In Linda's account of her teacher training experiences, tutors and courses are good because of what she learnt from them; there is no mention of what tutors' personalities were like or the relationship she had with them or with fellow teachers on the courses.

Colleagues do not figure very largely in Linda's talk at all. She only speaks about them once at any length and that is in connection with the hardest aspect of teaching as we saw in section 5.2.2 above, where colleagues are a hindrance, rather than a support:

hardest oh well in our particular situation the hardest aspect is obviously trying to do things with a certain level of professional sort of er respectability and finding that you're battling all the time against colleagues who dig their heels in and don't know what they're talking about I mean I do find that very frustrating (Linda 1:282)

In another comment, however, Linda also sees herself as a hindrance to her colleagues:

maybe I'm a bit difficult to work with a bit individualistic you know it's difficult if somebody like if I'm supposed to say to somebody oh we did this this this and this or if I'm going to be away next Friday I can't say to the students oh we'll be doing this this this and this because I haven't actually thought of it (Linda 1:225)

However, in her only other mention of colleagues, she does cite them as an influence on her teaching, but as a source of ideas, rather than support:

well you know different colleagues who say oh we could do this we could do that. (Linda 1:180)

6.4.3 Summary

The different ways in which Linda and Charlotte talk about their teacher education experiences and, by extension, their colleagues, is in striking contrast. For Charlotte her teacher education experiences are important as a source of relationships with colleagues, mutual support and exchange of ideas. Tutors are noticeably absent from her talk. Colleagues are also seen as people to share ideas with and as very much a positive aspect of teaching. This is clearly consistent with a person-orientation. On the other hand, Linda's focus when talking about her teacher education is on the content of courses and the ability of tutors to teach. Colleagues can be a source of ideas but are not presented as a support. This is more consistent with a process-orientation.

However, it is also necessary to consider the context in which the two teachers were working at the time of the interviews. Linda had been working for many years at the university with a group of three other colleagues in the same office and it could be argued that she takes their presence and those 'little snippets' for granted. Charlotte did not have this contact, at least initially, and therefore this aspect is likely to be more significant for her. This is one instance of where the context in which teachers are working may influence, if not their actual beliefs, at least what is most significant in their talk.

6.5 Teachers and Learners

Teachers and learners together make up one main theme in the data and central to this theme is the teacher's attitude to learners and how she sees her relationship with them, which in turn is closely connected to how the teacher sees her role as a teacher. This latter aspect will be examined in more depth in section 6.6 and in the next chapter, so this section will simply give some examples but without detailed comment.

6.5.1 Charlotte and what learners want

The emphasis that Charlotte places on the relational and affective aspects of teaching has already been seen in some of the extracts in section 5.2.1, when she talks about her strengths as a teacher and the qualities of a good teacher in general.

In fact, Charlotte sees her relationship with her learners as a very important aspect of her teaching and contact with learners is one of the reasons she gives for leaving her music career and concentrating on teaching in the first place.

This focus on relationships and personality can be found throughout Charlotte's interviews. In the extract below we are talking about the idea that there is no best method in language teaching and Charlotte has this to say:

everybody's different (unint) you can have every qualification under the sun but I mean it's also sort of it's so much to do with rapport and every no I mean everybody is really different (Charlotte 6:397)

As we saw in 5.2.1 above, when talking about the most rewarding aspects of teaching, Charlotte first lists the contact with the students.

When she listens to one of the tapes of her lessons, one of her main worries is that she is 'boring' and that:

.... I was like really I came over as being when they were sort of saying things I was really unresponsive ((*pause*)) instead of sort of erm which I didn't think I did that actually do you know what I mean (Charlotte 5:213)

Again, the emphasis is on how she relates to her learners.

Humour also came across as an important aspect of Charlotte's relationship with her learners. She rejects any idea of her being an entertainer, so I ask her if humour is important:

oh yeah definitely but not it's not sort of a sort of performance sort of thing (yeah) little moments little sort of battute (=witty remarks) (Charlotte 2:379)

She elaborates on this point when she talks about the roles she likes learners to take on in her classroom. She says that she likes learners to support each other and that this comes about:

.... if you have an atmosphere that they don't feel embarrassed to make a mistake you do get a classroom sort of culture that builds up in-jokes (Charlotte 2:385)

Examples of humour from both her and the students are frequent in Charlotte's lessons. In the first extract below, the group is talking about what time they get up in the morning. Mirco then switches the topic to a comparison between British and Italian times:

Example 6.1

- | | | |
|-----|-----------|---|
| 001 | Mirco | in Britain er seven o'clock is very early |
| 002 | Charlotte | well it depends it could be if you have to |
| 003 | | travel (for) work |
| 004 | M | si |
| 005 | Charlotte | people start work usually at nine o'clock in |
| 006 | | Italy people start at eight o'clock |
| 007 | M | um |
| 008 | Charlotte | (the) school in Britain starts at nine o'clock |
| 009 | | ((1)) |
| 010 | Charlotte | in Italy you start at eight o'clock it's terrible |
| 011 | | (that) |
| 012 | LL | ((<i>laughter</i>)) |
| 013 | Charlotte | but for me when I was at school was a |

014 trauma .. to arrive at school at nine o'clock
 015 was really difficult
 016 ((2))
 017 Charlotte and you go to school on Saturday as well
 018 Nno {in England no}
 019 Michele { English no }
 020 Charlotte no in England from Monday to Friday but
 021 from nine o'clock until four o'clock
 022 ((*unintelligible comments*))
 023 Michele però tutti i giorni (=but every day)
 024 Mirco (nine o'clock)
 025 Michele si si si
 026 Charlotte from Monday to Friday not not Saturday
 027 ((2))
 028 Charlotte and at the moment I work in a in a Liceo
 029 and I have a lesson on Saturday at eight
 030 o'clock in the morning and I arrive ((*imitates*
 031 *looking sleepy*))
 032 ((*laughter*))
 033 Charlotte the students are .. fresh and (it's a) tragedy

Learners are often to ones to make witty remarks themselves, as the following episode shows. Right at the end of the lesson, Charlotte warns the learners that she intends to introduce a fine for speaking Italian:

Example 6.2

001 M what is
 002 Charlotte what's fine
 003 Federica cercare (=look for)
 004 Charlotte () a fine
 005 Nino fine fine
 006 Mirco F I N E
 007 ((*unintelligible comments*))
 008 Charlotte erm I probably have a fine because my car is
 009 in via Kennedy and I didn't put the money
 010 in the machine
 011 Mirco (you have) a problem
 012 ((*laughter*))

When we are discussing instruction-giving in a specific lesson in one of the follow-up interviews, Charlotte gives an example of class in-jokes:

it becomes a bit of a joke that I sort of give them these instructions and then I say can you repeat back and they find it hilarious because they haven't got a clue what I've said (Charlotte 5:263)

There is occasionally a certain tone of exasperation when Charlotte talks about her learners. For example, in comparing two in-company groups she is teaching, one beginners and one advanced, she has this to say:

the first day I is beginners and they're like total beginners and we've done we've had three lessons of explaining the difference between his and her and they still haven't got it ((*laughter*)) the first lesson I explained that there isn't the Lei in English you know we just use you and then we started his and her ma lei ha detto che non c'e' la terza persona in inglese (=but you said that there isn't a third person in English) ((*laughter*)) I was just thinking god the difference I have to be so patient (Charlotte 5:038)

However, even here learning is something towards which both parties work together, the difficulties are seen as something to be shared, as Charlotte's use of 'we' makes clear.

I don't think we're going to get how're we going get anywhere if I mean really really they have such a lot of difficulty and they go into a panic at the first thing (Charlotte 5:55)

All the discussion about Charlotte so far in this section points to her concern with establishing rapport with students, creating a positive affective environment in the classroom.

6.5.2 Linda and what learners need

Good relationships with learners are important for Linda too, but they are a natural part of being a teacher.

Second on Linda's lists of her strengths was:

um well I try to be nice to the students so they feel I'm approachable ((*laughter*)) sometimes I lose patience ((*laughs*)) er no I try to sort you know I try cause well it depends what type of teaching but like for the evening courses obviously you know they're apart from the fact that they're paying customers they're obviously there to sort of have a worthwhile enjoyable experience obviously try and do things that they'll like doing and you know that that are useful for them as well in

terms of the faculty they're obviously NOT there to have a good time but still I try not to you know make them be too bored or anything ((laughs)) you know like make them feel that there's something they can do (Linda 1:222)

Third on her list of the qualities of a good teacher is the fact that the teacher should:

smile at the students as though she's expecting them to participate and do something well (Linda 2:773)

What emerges here is the idea of a relationship based on roles with certain expectations on both sides as to what constitutes acceptable behaviour according to the role that each party has, learner or teacher. This is clear from the following extract when Linda is talking about the evening courses:

- | | |
|-------|---|
| Linda | I mean they are paying customers as I said before so you do have to make it look as though you're sort of glad that they're there because it I mean it's just sort of I mean even if it's completely false it just sort of gets this this thing onto a sort of friendly positive sort of atmosphere |
| Sue | do you find it's false then or do you find it |
| Linda | no I don't find no I don't find it's at all false but say that one you know maybe you go in one day and you really don't want to go into the lesson the fact that you're sort of used to going in and being cheerful you do it sort of automatically so it works sort of automatically I don't I mean I don't think that it's very good at all for a student for the teachers to go in and say oh how fed up I am sort of thing because I mean it has a sort of you know bad effect on on on the students I mean you just don't why should why should the students sort of make the effort if the teacher isn't (Linda 2:795) |

It would seem therefore that Linda sees her relationship with the learners as part of an institutional relationship, dictated by the roles. This is further reinforced when she is asked what the hardest aspect of her relationship with students is and she replies the fact that she lives in the same town as them and might meet them at parties and other situations outside the university. She explains:

.... it's it's not that it's hard cause I mean it's obviously much more embarrassing for them than it is for me sort of thing but you think oooh ((laughs)) because that's coming out of their roles again you know I just like to see them when they're in the classroom behind their desks and I don't necessarily want to see them in the supermarket queue ((laughs)) (Linda 1:327)

Learner progress is another common theme and is given more prominence by Linda than by Charlotte. In Linda's talk, progress tends to be seen as a natural correlation of teaching. Some examples should clarify this.

We have already seen how, when asked what the most rewarding aspects of teaching are, Linda replies that she gets professional satisfaction from helping people to achieve things with their English.

In reply to the question concerning a successful experience as a teacher, Linda says there have been many small moments of satisfaction and, on prompting, she continues:

er ((pause)) well you know when you see that a student understands something or you know if I tell no tell you what I like is when is when you explain some like you explain something to the students cause you KNOW that it's something that they probably don't understand or hadn't realised and they haven't realised that they hadn't understood it or don't know it and you sort of put them right before they get it wrong that's that's what I like doing (Linda 1:346)

And again:

you can you can tell tell if people if if the class has got something because I mean you really you really can tell sort of by the way they're looking I mean it's it's really and and you can really tell if it another thing that's quite good is if you're saying something that they think is interesting that they haven't heard before particularly the university classes you can see that they all sort of look at you in the same way sort of thing (Linda 2:691)

In many ways, these examples are similar to those given by Charlotte in that learner progress is very satisfying. However, in Linda's talk the emphasis is

very much on the role of the teacher and of her teaching, as a result of which learners make progress.

The centrality of progress in Linda's talk is clear, as we saw in the previous chapter, when she is asked how she would define effective teaching; she is categorical:

((*pause*)) e::r well er you the only possible basis is what the students learn (Linda 2:664)

When asked what constitutes a successful lesson, the reply is:

- | | |
|-------|---|
| Linda | one where the students go home happy thinking that they've learnt something
((<i>pause</i>)) |
| Sue | umm and they're happy because they've learnt something |
| Linda | mm
((<i>pause</i>)) |
| Linda | I mean they can be happy because they've made a new friend as well but I mean that's not sort of a determining factor |
| Sue | so you wouldn't say that was a success that was part of the success of the lesson |
| Linda | no no I wouldn't I wouldn't I wouldn't no no no |
| Sue | so it's just purely in terms of what they've learnt |
| Linda | yes (Linda 2:743) |

Evening courses are successful:

... if they if they SAY that they've learnt a lot if they that the course has been useful I mean and they do sometimes you know one or two
((*laughs*)) (Linda 2:730)

One final aspect of how Linda places herself in relation to her learners concerns the fact that she expresses a specific preference for bright students:

.... I definitely like it when you've got students who are sort of on the ball and a bit quicker because even if it's a sort of non-faculty non-exam course like for example those ((*name of vocational school*)) courses because we always get people who aren't very good language learners

in them hem hem you know I don't like that so much it's I just find it a bit a waste of well not a waste of time but just a bit frustrating and you think oh what you know what am I doing doing this (Linda 1:366)

It would seem, therefore, that for Linda, learner progress is the *non plus ultra* of teaching. If learners do not make progress, then the lesson or course is seen as somewhat problematic, presumably for all those involved. In fact, a certain impatience or exasperation towards slow progress is at times discernible in her lessons. The following extracts show some examples. In the first extract, the learners are writing down as many words they can think of beginning with the letter D:

Example 6.3

- | | | |
|-----|-------|--|
| 001 | Linda | come on (you're) a bit slow |
| 002 | | ((comments to different students – e.g. to |
| 003 | | Rosanna)) |
| 004 | Linda | can't you think of anymore |

In this second extract, the learners are preparing to watch a video called 'Century of Song' and Linda is asking them about what happened in the nineteen fifties:

Example 6.4

- | | | |
|-----|-------|--|
| 001 | Linda | what about Paris what what happened |
| 002 | | in Paris at that time |
| 003 | Katia | (de Gaulle) |
| 004 | Linda | yes (there was de Gaulle) wasn't there but |
| 005 | | why was Paris sort of important (famous |
| 006 | | for) hey? |
| 007 | Elena | La Tour Eiffel |
| 008 | Linda | ((raises eyes to ceiling)) |

A certain exasperation with learners can be detected at other times during the interviews, especially during follow ups to lessons when talking about specific episodes. This generally appears to be linked to learner behaviour that Linda sees as hindering the progress of the lesson. For example, when talking about a student who in feedback after pairwork brought up a new point, Linda says:

I always think oh you know you could've said that to Stefania before and then maybe you could have prepared it a bit better and then I mean you know cause it is that sort of thing I usually bring it out in feedback

anyway but just you know just sort of think while you're doing pair work why don't you say what you're thinking instead of waiting for me to ask you sort of I always find that a bit irritating but I mean obviously that's what they like (Linda 5:099)

Again, later in the interview we were talking about the fact that one learner was chatting when Linda was trying to get the attention back to the teacher after pairwork:

- Sue you didn't say to her why don't you tell the rest of the group
- Linda well no because it was time to do something else ((*said rather impatiently*)) and I don't suppose it was that interesting either ((*laughs*)) I mean you know you have to have minimum of direction ((*laughs*)) (Linda 5:139)

6.5.3 Summary

We have seen in this section how, when talking about the various aspects of the relationship between teachers and learners, Charlotte is mainly concerned with her learners' wants and interests. Although she is clearly aware that there are roles and expectations in the classroom, she does not emphasise these roles and indeed appears to downplay them in favour of establishing a good working relationship with her learners. Linda, on the other hand, is very much concerned with her learners' progress. She has strong beliefs as to what and what are not appropriate roles for teachers and learners in the classroom as can be seen by her frequent reference to 'what they're there for'. Her belief that learners are there to learn means she places an emphasis on the learning process and sees a good relationship with learners as part of that learning process.

6.6 Teachers

We have already seen in section 5.2.1 how Charlotte and Linda see their role as a teacher in the classroom and how they define the qualities of a good teacher and those comments are clearly relevant here too. This section examines

teacher roles in more depth and looks at what being a teacher means to the two teachers.

In particular, there is a very sharp contrast between Charlotte and Linda when it comes to talking about the professionalism of teachers. Predictably, perhaps, this is a very important theme in Linda's interviews and references to the credibility and authority of the teacher are frequent. On the other hand, these words are almost absent in Charlotte's interviews, with one notable exception to which we will return below in 6.6.2

6.6.1 Linda and professionalism

For Linda the professionalism of the teacher is a rather complex phenomenon. There are two main aspects to this professionalism – the institutional role that the teacher has and the knowledge or expertise that the teacher brings to the role. Further, in each of these two aspects, the teacher has to be both credible and authoritative. Authority refers to the ascribed role of the teacher, while credibility refers to the achieved role (Widdowson, 1987). Thus, for Linda, professionalism has four dimensions: a) the given authority of the teacher role; b) the earned credibility of the teacher role; c) the given authority of teacher knowledge; d) the earned credibility of teacher knowledge. In other words, teachers come invested with the authority of their role and their supposed knowledge, but at the same time, they have also have to make sure they maintain their authority by earning credibility in the eyes of their learners. Some examples should clarify these dimensions further.

The given authority of her teacher knowledge is something that Linda sees as due to the fact of being a native speaker teacher. In comparing her experiences of teaching French and of teaching English, she says:

.... it wasn't that I felt I didn't know French well enough to teach it because I did know it very well but obviously if it's your own mother tongue you're kind of associated with it so you sort of become the sort

of you know representative of you know fount of knowledge and all that so I mean it's not relaxing but you ((hesitates)) let's say um um there are going to be things that you don't know because you can't give explanations but you can get away with things let's say (Linda 1:117)

Authority on the subject matter is one of the roles that the teacher has in the classroom:

well I suppose you have to be sort of is it called authority when you correct them on their English you know sort of say this is correct English this isn't correct English or standard or non-standard or you know wonky or not wonky or right or wrong ((laughter)) (Linda 2:574)

Although the teacher may be invested with authority by virtue of the fact that she is assumed to have knowledge, she must also ensure that she is credible to her students as that 'fount of knowledge'. Thus, the teacher must be *seen* to have this knowledge:

- | | |
|-------|--|
| Linda | e::r ((pause)) the qualities of a good teacher is the teacher has to be credible to the students ((pause)) umm |
| Sue | could you could you clarify a little bit more what you mean by (that) |
| Linda | yeah she has to seem to know what she's talking about ((pause)) yeah I mean it's all a matter of facciata (=appearance) really er well not all but very largely umm then erm because you they need to have confidence you know in what you tell them that's why er then obviously I mean she has to be capable of giving reasonable sort of explanations without getting in too much of a muddle and sort of thinking of examples (Linda 2:768) |

The given authority of the teacher comes partly from her being the source of information about the language, but this is not the only aspect of her authority, as Linda makes clear when she is talking about her different roles with different groups. When talking about the different roles of the teacher, Linda first identifies 'authority' on input as a role she has with faculty groups; she then goes on to talk about the evening courses:

.... in an evening course though you become I mean you're still sort of an authority because I mean let's face it they do expect it and let's face it some they are quite young (some of them) (*phone rings*) yeah so they expect you to have authority in the sense that they expect you to know what you're talking about you know to sort of have complete mastery of the subject and able to explain it but they also I mean they do sort of look to you as the person who's going to find their book for them if they've lost it or something like that and I think it's quite natural cause that's sort of how you do perceive a teacher really isn't it if she can teach you something then she's sort of in charge I mean you know that lot with the maestri (=primary school teachers) you know they really think that you're going to sort out the car park for them or something like that it's really quite funny
(Linda 2:363)

Linda goes on to say that she is not very happy about this particular authority as she does not feel competent.

Here Linda is referring to an aspect of her authority which goes beyond language teaching but which she seems to see as expected of her by her learners insofar as she is the teacher. Therefore, the teacher also has a certain authority that is given as part of her role.

There is, however, another aspect of teacher authority that Linda refers to and that is the teacher as a resource for knowledge not related to language. In other words, when the teacher feels called upon to explain things about the world to students that are outside the field of language.

Again, Linda says she is not particularly comfortable with this role, as she feels it is not her job. Moreover, there is no indication that she sees this as an aspect that is expected by learners, rather it is something that Linda seems to feel is incumbent on her. This is a recurring theme in Linda's interviews:

no no no I mean I'm erm I'm I mean specially with the faculty courses more more and more nowadays I find that one becomes a resource not just for language (*she goes on to explain that the group was looking at abbreviations used in economics and none of the students had heard of the Multilateral Agreement on Investments or MAI*) and I thought you know it's not really my job to explain to them what it is it's nobody

particularly's fault but it's just you think oh well you know it's not really sort of my role to explain things about the world outside only about English but I mean you know that begs a lot of questions of course I just think oh you know it's not really what I'm supposed to do because you know I might sort of I mean obviously in something like that I'm going to give them a very partial view ((*pause*)) where if you say oh this is a noun and this is a verb then that's you know sort of like fairly sort of non-controversial but if you say oh well you know it's the agreement that's going to control all investments by all sorts of people I mean you can just stop there and then they don't realise and so consequent or else you can go on and say and so consequently it's going to have a very big effect on uh uh (Linda 2:493)

Although Linda says that she is not happy in telling the students about such specialised things, she does in fact frequently give learners more general knowledge in her lessons, as the following extract shows. In this extract the learners are looking at advertisements for cheap flights and Linda is going through the destinations to check both that learners are familiar with the place names and pronunciation in English and that they know where the places are:

Example 6.5

- | | | |
|-----|-----------|--|
| 001 | Linda | er Beijing |
| 002 | M | °Beijing° |
| 003 | Linda | Beijing Beijing is the same as , |
| 004 | Andrea(?) | I don't know |
| 005 | Linda | yes you do kno:w look at the picture |
| 006 | F | °ah° |
| 007 | M | °Pecchino° |
| 008 | Linda | yes yes Beijing is another transcription |
| 009 | | another (sound) for for Peking |
| 010 | F | (unint) |
| 011 | Linda | umm yes e::rm because erm Peking was the |
| 012 | | <u>old</u> pronunciation at least the old <u>idea</u> that |
| 013 | | people had of that Chinese city and there're |
| 014 | | other Chinese cities like Beijing is Peking |
| 015 | | and there're others where now the modern |
| 016 | | name or the current name is slightly |
| 017 | | different from the traditional name do you |
| 018 | | know any others? |

In an interview following one of my observations when she had explained to the group that green potatoes are toxic, we talked about this aspect of her role:

- Sue what about the green potatoes episode
 Linda I was really surprised they didn't know actually did you know
 Sue I knew yeah
 Linda I think English people know but Italians don't seem to know anything about that er
 Sue but how do you feel I mean then you actually told them something and they all seemed really surprised and you told them something new I mean how did you feel
 Linda I thought it's a good thing I've told them ((laughs)) how can you get (unint) and not know that no no I mean it's quite good if you can give them your communication in English I think it kind of makes (you) more you know obviously more meaningful

 Sue going back to green potatoes and multilateral agreement is it the same sort of thing
 Linda well yes I mean you have to tell them things if they don't know somebody's got to tell them (Linda 5:173)

I would argue that in none of these episodes was it expected of Linda that she give the explanations she did. However, it would seem that, in spite of her feelings of inadequacy in this aspect of her role, she does feel that it is necessary for her to intervene. This would seem to be part of the authority of the teacher, who is expected to know things, according to Linda. Moreover, it would seem to link to one of the main roles of the teacher as Linda sees it, which is that of giving learners knowledge (see also section 6.10 below).

However, the authority invested in the teacher's role and in the teacher's knowledge is not enough. It is also necessary for the teacher to earn credibility in her role. Interestingly, Linda seems to see the credibility of the teacher's role on terms of appearances; the teacher has to 'appear' to be credible.

As we saw in section 5.2.1 above, good teachers have to 'seem to know what they're talking about'; Linda likes 'to give the impression I'm prepared'. In fact, the idea of 'appearing' came up on more than one occasion. As we saw in section 6.5.2, Linda says that 'smiling' is also part of credibility, as the teacher has to 'look as though you're sort of glad that they're there', in order to create a positive atmosphere.

Another aspect of credibility seems to be equated, at least in part, with not admitting to making mistakes. In an interview following an observation, we are reviewing the lesson that I have observed and Linda has this to say:

.... the thing about should and shouldn't have to I mean I cut it off before we got to the reading because I wanted us to do Century of Song not particularly because I wanted to do it because I saw that they'd already seen that it was on the television so that they sort of knew that they were going to do it and they might think you know that I'd made a mistake if we didn't do it or something you know (Linda 5:059)

However, during one lesson, Linda admitted she did not know something. In the extract below Linda is going over spelling rules, including -ing forms, and she has just given the learners 'skiing' as an example:

Example 6.6

- | | | |
|-----|----------|---|
| 001 | Katia | and what about tie to tie |
| 002 | | (3) ((<i>sound of chalk</i>)) |
| 003 | Katia | (come si dice) (=how do you say it) |
| 004 | Linda | I think it might be a good idea if you looked |
| 005 | | in your dictionaries ((<i>laughs</i>)) |
| 006 | Katia | ok (I will) |
| 007 | Linda | I can't actually remember |
| 008 | Linda/LL | ((<i>laughter</i>)) |
| 009 | Linda | I'm not going to write it up because I'd |
| 010 | | probably make a mistake it's best if you |
| 011 | | look in your dictionaries °for something like |
| 012 | | that° ((<i>laughs</i>)) |
| 013 | Katia | (unint) |
| 014 | Linda | any other questions not difficult questions |
| 015 | | ((<i>laughs</i>)) |

In an interview following the lesson from which this extract was taken, we also have quite a long discussion about teachers admitting that they do not know things. I ask her how she feels when she has to say that she does not know something:

you feel sort of more kind of unprepared if it's something that you think you should know you know like you know what's the rule for before or something and then you would like you would feel quite stupid if you didn't know but obviously you wouldn't let on that you felt stupid I wouldn't say anything like oh you know that's not very important or I wouldn't be dismissive but I wouldn't say oh I don't know I would probably say something like oh I can't exactly remember

or oh I'll prepare something about I certainly wouldn't make anything up but I certainly wouldn't want them to know that I didn't know to be perfectly honest (Linda 4:131)

So, in order to maintain the authority that comes with the teacher role, it is necessary to appear to be credible by seeming to know the subject. However, Linda does not seem to see this as problematic in that she feels she generally has the knowledge, or at least enough to be credible to the learners.

Finally, for Linda, credibility is also concerned with sensitivity for learners' language learning needs and is thus linked indirectly to learner progress:

I think it's specially important if you say one lesson oh we'll look at that another time that you do actually pick it up another time I mean I think that's very important to give you credibility because I mean they are things that they actually need to know I mean if you say oh we'll look at that another time it means it's something that you know that they want to do that needs doing (Linda 2.078)

And again when talking about how she tends to teach to the exam in the university courses:

.... for the first year course I did things that I thought I would probably want to put in the exam ((*pause*)) and that's sort of a backwash effect taken to very strong extremes let's say ((*laughter*)) but then again why do we put them in the exam because we worked out they were useful so I thought well you know that's acceptable but also sort of do things which they feel that they're doing something useful sort of to have credibility mainly in this type of situation (Linda 2.110)

What would seem to be emerging here is a very distinct role that the teacher has to take on, an extremely strong sense of what teachers should do and be, even if that means putting on an act, or taking on a role that is not necessarily one which comes naturally.

This would also seem to be supported by what Linda says about her own personality, nearly all of which seems to be in apparent contradiction with what she has said about earning credibility as a teacher. Linda describes herself

as 'a pretty sort of vague wishy washy sort of person' and maintains that she's 'very disorganised because everything's all over the place but it's just that my mind works like that'. In talking about lesson preparation, she describes herself as 'very last minuteish' and adds:

I don't like to commit myself too far in advancewell I mean considering that I'm like that for everything not just for lessons (Linda 2.6)

This apparent discrepancy between what is necessary for a teacher to be credible and have authority and how Linda describes herself, is actually accounted for by Linda in an interview. In talking about how the teacher, as the authority, is expected to resolve situations like fire alarms going off, she continues:

I felt it it that was my job to do that I mean it's not my job to say to one of the students go and see what's going on you know cause it's just sort of in in that sort of situation you you're rather sort of person who's sort of deciding things (and then so) and I mean I don't know if this is what you're going to ask me yet but it's completely different to how I am in real life cause (if is) sort of if I'm with my friends or somebody else I say oh you know I don't want do it it's not my responsibility why doesn't some leader figure go and see what's wrong with the alarm so that's why I think that it's sort of you know just when you're a teacher you sort of slip into that role (Linda 2.421)

So, for Linda, being a teacher is separate role, distinct from her personality, a persona that she takes on 'in conformity to normal and expected patterns of behaviour' (Widdowson, 1987:83). This is a key aspect to emerge from the interview data and will be discussed in more detail in the next chapter.

6.6.2 Charlotte and the absence of authority

Charlotte makes only one reference to credibility in all of her interviews and none to authority. Her reference to credibility comes after she has changed jobs and goes from working freelance to being employed by a university:

I must admit I do like saying I work at the university of ((name)) it gives a bit of credibility to it rather than say I do evening courses in language schools people say what do you do during the day what's your job (Charlotte 8:184)

Here we see 'credibility' used in a different sense, not referring to something earned or to the relationship between teachers and learners, as in Linda's case, but to something given and in the relationship to the outside world.

Credibility and authority simply do not come into Charlotte's talk about teaching. There are some references, but they are all provoked by me using the words myself in a question. For example, when talking about teacher roles:

- Sue what about the idea of the teacher as the authority in the classroom how do you react to that
- Charlotte as the authority as for discipline or for teacher knows best
- Sue teacher knows best cause I mean in these sort of courses
- Charlotte of course she does
 ((laughter))
- Charlotte yeah erm well obviously I mean they've got to have you've got to have credibility haven't you otherwise they're not going to yeah
- Sue credibility in the subject matter
- Charlotte yeah ((pause)) so you've obviously got to be seen as the but I think they take it for granted that you are and probably sometimes students don't really I'd like to know how much preparation they think we've put into things they think oh she just knows that cause she's a mother tongue don't you think erm I mean authority obviously yeah you've got to be know what you they're going to if they don't understand or if you keep contradicting yourself or not clear
 (Charlotte 4:173)

Later, when Charlotte changes her job and is working at the university, I ask her if she takes on the authority role more than before:

no I don't think it's authority it's just expecting more erm yeah no just expecting more (Charlotte 6:259)

Charlotte also makes very few references to her own personality, but when she does, it is to link personality and teaching together. For example, when asked if she considers one of her roles as a teacher as that of entertainer, she replies:

no yeah I think that is really goes against my style of teaching because it's not my character to sort of stand up and entertainI would never try it because I wouldn't succeed (laughs) it's not me (Charlotte 2.344)

In a later interview, following an observation, I comment on the fact that during pair work, Charlotte tends to monitor from a distance but rarely interrupts the learners to make comments or join in discussions:

I do do that though sometimes yeah yeah I mean I think I do try to sort of stop myself doing it cause I am a bit sort of curious and if somebody says something I tend to sort of yeah I I think I consciously try to hold back in a pairwork or group work because otherwise I would be sort of in there saying hey you know why (Charlotte 5.449)

So it would seem that Charlotte's view of herself as a teacher and her personality are intimately related. In other words, Charlotte finds that if forms of behaviour are not part of her character, she cannot carry them out in class, while for Linda's character this is not a problem as it is a question of role. Again, this will be discussed in more detail in chapter 7.

6.6.3 Summary

What is immediately noticeable in this category is how unbalanced it is, with far more data from Linda than from Charlotte. Linda clearly has very well-defined ideas as to what it means to be a teacher, probably as a result of seeing this role as something very separate from her other roles and identities. Charlotte, on the other hand, seems not to make a distinction between roles and tends to talk about being a teacher as part of her own personality. This difference could be crucial to understanding the two orientations. Linda's focus on the teacher as an authority who transmits knowledge to learners is consistent with a process-orientation. In the case of the person-orientation,

there does not appear to be an obvious alternative approach, rather, it is the absence of any specific, well-defined idea of professionalism that characterises this orientation.

6.7 Teaching - preparing

Naturally, much of the interviews focus on talking about actual teaching, how the two teachers go about planning and carrying out their lessons. The main category of 'Teaching' is subdivided into a) preparing and b) in the classroom. Preparing, what happens before lessons, including all aspects of preparation and planning, will be discussed in this section, while what actually happens in the classroom will be presented in section 6.8.

6.7.1 Charlotte and what if

One of Charlotte's central concerns is with the desirability of long-term planning and the difficulties that not doing this brings on a practical level. We have already seen in section 5.2.2 that Charlotte identifies one of her weaknesses as not being able to go beyond lesson-by-lesson planning. This is reinforced by a comment in a subsequent interview:

well I'd like to think I like I work in the long term but I probably don't because when it comes down to it you go from day to day don't you I mean you do have a sort of obviously you do I mean that's another I'm sure another weakness in that you try to have an idea of what of where you're going when it comes down to it it's oh what day is it today and what am I going to do and sort of practicalities of like tonight I planned the lesson for tonight this afternoon what am I going to do I haven't got the book what shall we do what have I got available (Charlotte 2:268)

There is a strong sense of 'if only' in Charlotte's discourse; a sense of how her planning, both long term and immediate, could or should be better if only the circumstances were different. This aspect of Charlotte's talk also emerges when she comments on the materials she uses and how she uses them. Continuing

the above extract, Charlotte confirms that she plans on the basis of what is available:

I could've thought of a wonderful fantastic lesson but I (in an hour) with the resources that I had wouldn't have been possible so it (I mean) it does influence it (Charlotte 2:277)

In talking about how she believes that the best way to learn languages is to bring the classroom as close as possible to the real world, Charlotte says:

obviously it's more difficult if you're teaching I mean if we were in England it would be fantastic take the students out and we'd be surrounded by the language whereas here we've got to create it in the classroom (Charlotte 1:046)

Finally, when asked what resources she uses for extra material, Charlotte says:

erm ((*pause*)) again it depends on the level magazines newspapers ((*pause*)) Internet ((*laughs*)) no I don't hardly ever use Internet actually erm videos I mean I like sort of doing that sort of thing but it dates so you know you go home and you tape a load of things and then it dates so quickly that's the problem it'd be good to have Sky satellite television (Charlotte 2:333)

Again, she mentions something that is missing, satellite television, which would improve her situation.

Throughout Charlotte's talk about planning and materials, there is a strong sense of an ideal that is out of reach and a certain sense of frustration with this situation. This is in sharp contrast to Linda, as the following section will illustrate.

6.7.2 Linda and what is

Planning, organisation and preparation figure quite largely in Linda's talk, with some surprising comments.

Examples of how Linda talks about her preparation, both long-term and for single lessons, include such expressions as 'you know roughly where you're going', 'in theory you make some sort of sketchy preparation', 'I mean you know you have to have minimum of direction', 'if you've got a set plan which you normally have however vague'.

As we saw above, Linda considers one of her weaknesses to be that she can be difficult to work with in that she tends not to plan in advance. The relevant extract is reprinted below for ease of reference:

I'm a bit difficult to work with a bit individualistic you know it's difficult if somebody like if I'm supposed to say to somebody oh we did this this this and this or if I'm going to be away next Friday I can't say to the students oh we'll be doing this this this and this because I haven't actually thought of it oh that's another thing I'm very last minutish but again I mean normally that's not necessarily a weakness because I do find that if you do prepare things beforehand you just I just forget them so you have to kind of do it (Linda 1:226)

It is noticeable, however, that Linda does not consider this is necessarily a weakness from her point of view and she offers a justification for being 'last-minutish' when, in the next interview, I ask her if there is a particular reason for it:

yeah because I don't like to commit myself too far in advance I mean considering that I'm like that for everything not just for lessons er I just sort of think that like at the moment that you're there you make the best decision you decide something better like a few minutes before the lesson than you do say a few hours before the lesson because everything's more immediate you remember sort of the exact situation the exact people you've got (Linda 2:016)

She goes on to give the specific example of the previous Monday when she spent an hour trying to think of what to do in one of her lessons the following Wednesday without success. The idea came to her on the Tuesday evening during a meeting and cycling home and so she got up early on Wednesday morning to prepare:

because er I just don't work very well if I'm not under pressure
 ((laughter)) cause when I sort of thought about it it was perfectly
 obvious what I had to do it's just that I didn't manage to get it into
 place you know when I was actually here (Linda 2:043)

The extracts discussed so far have concerned the more abstract level of preparation, without reference to specific episodes. However, in interviews following lesson observations, I always ask Linda if she would do anything different in retrospect and more than once she replies that she would have prepared it better. The following extract is an example:

Sue	and tonight's lesson the usual questions
Linda	I would have prepared it of course ((big sigh, laughs))
Sue	you say that after every lesson
Linda	I know well you know when they were doing those rules by themselves I was pointed out that when they got to the third one one of them was supposed to read the rule and the other one was supposed to which I forgot to say and some of them realised themselves but some of them I noted that all of them were tentatively (unint) of course and who can blame them as I hadn't told them not to ((laughs)) cause I'd forgotten that it worked like that I mean I knew but I'd forgotten cause I mean I did try to prepare it I did read the wretched thing last week (Linda 4: 068)

Linda's instructions for the activity she is referring to in the above extract can be seen in the following extract from the lesson. Before giving the instructions, Linda had led a discussion on different ways of learning:

Example 6.7

001	Linda	ok can you see where it says ways of
002		learning? yeah erm printed here on the
003		orange you can see is in fact the language
004		points the language points for this activity
005		but the exercise the activity is structured so
006		that you think about different ways of
007		learning (all) ways of learning is let's say the
008		topic of the activity um? and the first
009		question is do you like discovering rules for
010		yourself from examples or, is it better if
011		someone tells you the rule ok? that's what
012		we were just talking about now then, in
013		exercise in activity A, B, and C, ok? cause
014		it goes over the page (see) there are three

015		different ways of learning ok? experiment
016		with the three exercises °which are different
017		ways of learning yourself° ok do them
018		individually and then when you've finished
019		A compare with your partner °see if you've
020		got the same answers° when you finish B
021		°compare with your partner (unint)
022		compare (whether) you've got the same
023		answers° and then lastly do C ok?

As Linda then monitored, she clearly realised that not all the learners had understood the activity:

Example 6.8

001	Linda	any problems with B
002	Antonia	dobbiamo trovare i verbi (=do we have to
003		find the verbs)
004	Linda	no you just read the rule you don't have to
005		find anything really you just read it

Example 6.9

001	Linda	right who's looking at the rule ... you , er
002		Fabio then you just don't look at the rule
003		you just look at that part
004		((moves to new pair))
005	Linda	ah are you both looking at the explanation

Linda's lack of preparation in her day-to-day teaching would seem to be very much in contradiction with her emphasis on credibility that was described in the previous section and on organisation as a characteristic of a good teacher. In fact, Linda reconciles this apparent contradiction by her reliance on her experience. Thus, when I ask her if she ever worries that being 'last minuteish' might mean that she is unprepared for a lesson, she replies:

no cause with ALL the disasters I've had I've realised that even if you don't have anything ready with the amount of experience that I have you can just make it up I never worry about that I really don't (Linda 2:054)

When asked to give an example of a 'disaster', Linda told me about the time she forgot to do the photocopies for Pharmacy and a hundred students were expecting to spend a lesson looking at a past exam paper:

((*laughing*)) and I thought golly this must be the worst thing that I've ever DONE ((*laughter*)) and then I thought but you know there's bound to be a solution if I just think and there was ((*pause*)) you know I don't really worry about being unprepared (Linda 2:062)

So, Linda feels she can count on her experience in order to maintain that appearance of credibility that she emphasises so much:

I mean I like to give the IMPRESSION of being prepared of course I don't like I mean I didn't want the students to know that I'd FORGOTTEN it (Linda 2:069)

However, there may also be an element of reliance on the given authority of the teacher that was discussed section 6.6.1 above. In fact, when I ask her explicitly how she reconciles not preparing lessons with the importance of being credible, Linda replies:

well they don't know that you haven't prepared it do they ((*laughs*)) no but do you seriously think that they do think that you haven't prepared it I mean you've always got something to fall back on you can still say well you're supposed to read the instructions (Linda 4:102)

In the above extract there would seem to be not only the reference to experience ('you've always got something to fall back on') but also to the fact that learners have certain expectations of teachers, i.e. that they prepare their lessons, and Linda is confident in her ability to rely on these two factors in cases where her preparation might not be sufficient.

The way that Linda talks about the role of experience in her teaching is interesting and, although the following extracts are more concerned with what actually happens in the classroom, it is worth bringing them forward here as they give a further indication as to what experience might mean to Linda. In a follow up interview, directly after a lesson, I asked Linda if an instance of her writing sentences on the board was planned or improvised:

no Sue I did that in response to a student request and I just had that sort of sentence fairly happily in my head so it wasn't a great effort (Linda 5:029)

Later in the lesson she did a similar thing to explain an instance of the definite article. In the interview she comments:

I hadn't planned to do that either but I just have that sort of sentence in my head so that wasn't really what I'd call improvisation either but I do it every time we get that sort of thing (Linda 5:032)

Impromptu explanations, based on her experience, are frequent in Linda's teaching, perhaps linked to her liking to put learners right before they get it wrong that was mentioned in the previous chapter. One small example from a lesson is the following extract. The learners are doing a warm up activity at the beginning of the lesson, where they had to write down as many words as they could think of beginning with the letter D. Linda has just explained the difference between 'deer' and 'dear':

Example 6.10

001	Linda	right one spelling that you need to be
002		careful of ((writes on board 'd_pend')) what's
003		the letter that goes in there
004	LL	E
005	T	((writes it in)) um

Experience for Linda seems to be seen almost as a routine, something 'automatic' that can be called upon as necessary. It is the idea of the experienced teacher who has a 'bag of tricks' that she can 'dip into', more or less creatively, as the occasion requires and which ensures that she maintains her credibility and authority, even when she is not well-prepared.

Although Linda always states after her lessons that she should have prepared better, she does not actually seem to consider that this is fundamentally important and her words do not really betray any sense of wishful thinking, of 'if only I could have prepared better'. Rather, there appears to be more a sense of 'It would be a good idea, but I didn't and I don't and that's how things are'.

This focus on 'what is', on the concrete reality of the teaching situation, is also evident in how Linda talks about her materials. There is no real sense in any of Linda's interviews of how things could be better.

In speaking about the biggest influence on her teaching, Linda refers to the role of materials in preparing and planning lessons, and she has this to say:

well I suppose that you know sort of like kind of when you actually get down to doing your lesson you're kind of guided really by well by your materials more than anything aren't you we're supposed to be doing listening we'd better do listening ((*laughter*)) (Linda 1:187)

I might sort of think what material can I use and you know what can I do with this material but I wouldn't think sort of oh how can I get the students to you know go about it in different way I don't think I do that (Linda 1:149)

There is no wishful thinking here about what could be available, rather, Linda takes what is available and makes the best of that.

I would argue that the focus here is on how things are, external circumstances and what is available and Linda believes in working within this framework, with all its limitations, rather than feeling that things could or should be different.

6.7.3 Summary

In planning her lessons, Charlotte is more concerned with long term and general aspects of preparation and within this area she is very much focused on 'what if', i.e. on how her planning and preparation would be different if only the circumstances of her teaching were different. Preparation for a specific lesson is never mentioned, presumably because Charlotte takes this for granted and it is not an issue for her.

For Linda, on the other hand, preparation, or rather lack of it, is another central theme in her talk but she is focused very much on how things are, apparently accepting this situation because her experience, together with her learners' expectations mean that she is able to maintain the credibility that is so central to her belief system about teachers and teaching.

I would like to argue that the difference between Charlotte's concern with 'what if' and how things could be different and Linda's focus on 'what is' and how things are represents another basic underlying and important difference between the two teachers.

For Linda, the difficulties associated with preparation are located in her own behaviour, for which she alone is responsible. She does not feel the need to change, however, because with her focus on 'what is', she would seem to have articulated teaching procedures in place that enable her to maintain the authority and credibility she feels is necessary to ensure learner progress, the central aim of process-oriented teachers.

For Charlotte, on the other hand, preparation difficulties are located in external conditions, which are fundamentally unchangeable. This leads to a certain sense of frustration as she feels she is prevented from doing her best for her learners. She focuses on 'what if' because she does not seem to have articulated procedures in place. Rather, as a person-centred teacher, she is committed to finding better ways of doing things in order to ensure learners' interest and motivation levels are high.

Before turning to how the two teachers talk about what actually happens in their classrooms, it is worth looking briefly at what they have to say about textbooks and their role in preparing lessons.

6.7.4 Charlotte's textbook and learners' interests

When talking about material used to prepare lessons, the textbook clearly plays an important role for Charlotte both in terms of how it is chosen and how it is used. When asked what she looks for in a textbook, she replies:

erm ((*pause*)) well something that will interest that the students will like topics that the students will like if it sort of agrees the methodology of it like I sort of hate textbooks which have perhaps names for things that I don't use or I find it difficult to use ((*pause*)) the variety I've chosen English File for this yeah I mean finding something specific for them that sort of covers generally their I mean this is a general course so it's gotta be (Charlotte 2.292)

Yet again there is evidence that Charlotte's main concern is with what her learners will like, what they will find interesting. Charlotte's own preferences seem to be only a secondary consideration. This is confirmed in a later interview when I remind her of a previous comment that she dislikes textbooks that are full of things that she would not want to use and ask her what she means exactly. The final part of her reply is particularly significant:

.... erm can't think off hand well yeah like tonight I'm going to skip a unit having said that I chose English File because it's not culturally biased I mean it isn't really but there's a really cringing unit on erm guess who the person is and it's Prince Charles and I just can't bear to do it ((*laughing*)) so we're skipping it and guess who she is is Princess Diana so especially after erm Monday's lesson on stereotypes I thought we're not doing this erm ((*pause*)) no things that perhaps I don't think the students will be interested in (Charlotte 3:079)

This leads us into how Charlotte actually uses the textbook and the role it plays in her lessons. When asked how she decides what to teach, she replies that it depends on the type of course. For a general course:

.... you do tend to well not follow the course book but it does tend to be a syllabus whereas if I'm teaching perhaps like at the moment I've got some individual pupils from ((*name of company*)) they've got 20 hours so we really do (sort of) do a needs analysis and pick out specific things that they need to do it's much more sort of as you go along (Charlotte 2.284)

Here the focus is on learners' needs. However, as we saw in section 6.5.1, Charlotte talks about establishing these as a collaborative venture, in which she and the learners work together.

It was noticeable that in one of the lessons I observed, Charlotte did not use the textbook at all, so in the follow-up interview I ask her if there is a particular reason for this and again interest and variety are the reasons:

erm yeah cause I just get sick of using the book ((*laughter*)) no no just to do well to vary it as well yeah and I hate sort of plough have I used the book every time you've come to see the lesson umm yeah no I mean often because like that was something I had I didn't prepare that specially for that class I already had it so sort of to use things or to just to vary as well and like tonight I'm going to do a reading thing because there's nothing to read in English File (Charlotte 5:318)

Learner wants are also important in selecting material. The need to use supplementary reading material, mentioned in the extract above, was one aspect of language learning that emerged from a mid-course feedback questionnaire, which Charlotte carries out with her groups. As a result of the learners' feedback, Charlotte adapted the material she was using. Apart from reading, other aspects are mentioned too:

.... I'm going to try and use more video as well cos we've done a few lessons with the videos yeah erm ((*pause*)) and they like especially asked please more more more listening so it's something they've noticed as lacking (Charlotte 5:342)

One final aspect of the materials used for teaching concerns the doubts that Charlotte expresses. She tries to take account of her learners' wants but, at the same time, she asks herself if this is really what she does:

.... we like to tell ourselves that we choose the topics that but do we really I like this article so they can read it and you find a reason for it being I mean it's all really it's a bit superficial isn't it ((*pause*)) no I'm sure it is even if it's subconscious I'm sure we do it we convince ourselves that we're doing it for them (that they've chosen it) no I mean I'm sure it's just a part of it there is a part where you do try to do

things that they would like but I'm sure a lot of the time ((pause)) you find the sort of justification for doing what you wanted to do anyway ((laughter)) (Charlotte 2:088)

Charlotte's strong belief that she should focus on learners' wants and interests leads her to question and doubt what she actually does. Elements of doubt are frequent in Charlotte's talk as she reflects on whether she is actually consistent in her actions.

6.7.5 Linda's textbook and the subject matter

In the following extract, Linda describes what she looks for in a textbook:

right something that is ((pause)) not so much gives clear explanations but uses ... believable authentic sort of exemplifications of its explanations you know not that old textbook language like these are these are my shoes and those are hers not that type of thing that you get say for example in Look Ahead erm no clear explanations as well but um you know considering that the teacher's there to supplement the explanation (of the course it's a bit secondary) erm and it depends what sort of class sometimes you look for erm erm you know good workbook with enough homework stuff not necessarily some something that's got lots of readings texts and listening texts because those are the sort of things that are fairly easy to supplement but something that's got lots of sort of erm activities and things for the students to do you know exercises so you don't have to make them all up (Linda 2:146)

Here the desirable characteristics of the textbook are described in terms of the material it contains, in terms of language as subject matter. This is in contrast with Charlotte, who expresses her preferences in affective terms.

However, in a later interview Linda describes what she likes about the particular textbook she is working with. There is confirmation of the aspects she mentions in the previous extract, but there is also a reference to the interest factor too:

well it's quite student-centred you know it gives them an opportunity to put in it's very clear the material's interesting varied erm erm the language is quite natural I don't know what it's based on but you know it does teach some quite normal things and is very easy to use and

you you know get a lot done with it and it's very clear and and also all the activities are in you know the workbook activities are in the back of the book and ((laughs)) so you don't have to do loads of photocopies ((laughs)) (because it's) easy to use really and worthwhile at the same time um (Linda: 8:308)

So, although Linda does consider the interest and variety of the material, this appears to be secondary to how the actual language is presented and taught. Again the emphasis is on progress and learning.

In talking about the role that the textbook plays in her teaching, I ask Linda how she decides what to teach on a lesson by lesson basis:

well I just follow the textbook don't I it's sort of like a sort of long term or medium term sort of plan so you just think just follow it (Linda 2:093)

This is confirmed in an interview following up on an observed lesson when I ask Linda how she decided what to teach that evening:

because it was the first thing in the book and seeing as how we've gone and ordered this book I thought we'd better start off near the beginning of the book and do something that was in it (Linda 3:005)

The point is also further underlined when we are talking about the lack of syllabus in the apprentices' course and I ask her if she'd prefer to have a syllabus:

I'd prefer to have a book and do the book (Linda 7:062)

Although Linda is clearly concerned with what is good for her learners' learning in her choice of materials and textbook, and to an extent in what interests them, she is not so worried about striving for variety and in trying to satisfy her learners' wants and desires, as is Charlotte. There is a certain sense that as a teacher she knows what they like and what is useful for them. This can also be seen in some of her comments about what she chooses to do with them. Whereas Charlotte expresses doubts as to whether what she likes is what

the learners also like and need, Linda does not have such doubts. In the extract below, she was explaining why she likes to use the BBC videos that she mentioned above:

that sort of thing you get quite a lot out of that actually it's the sort of thing I mean I suppose that I like doing that sort of thing because I'm quite interested in people but I think most of the most of the students are really (Linda 2:239)

6.7.6 Summary

As a person-oriented teacher, Charlotte's choice of both textbook and supplementary materials tends to be dictated by her perception of what her learners will be interested in, what they say they want to learn and a desire for variety. With her focus on people, however, she is also constantly asking herself if her decisions are the most appropriate for her learners. Linda, on the other hand, as a process-oriented teacher is concerned with the language presented in the materials and its potential for contributing to learning. Her choice is also determined by the interest of the materials, but this tends to depend on her own judgement, as an experienced teacher.

6.8 Teaching - in the classroom

The ways in which the two teachers talk about what actually happens during their lessons constitute the second sub-category of Teaching. This sub-category includes such aspects as activities preferred, correction and use of the L1 and includes both general observations (i.e. without reference to specific groups) and those concerning specific groups or particular incidents in lessons.

6.8.1 Charlotte, interest and enjoyment

When asked about her favourite activities in class, Charlotte expresses a preference for mingling exercises and goes on to joke:

yeah yeah get them all up and walking around and (then) go home and leave them to it ((*laughter*)) if I went out now would anybody (notice) (Charlotte 2:311)

Although Charlotte is clearly joking here, a certain consistency with her preference for her own role to be secondary is evident, as we saw in section 5.2.1.

Continuing the discussion of favourite activities, Charlotte goes on:

I don't know perhaps more sort of fun things more lively things erm ((*pause*)) with this type of level as well ((*pause*)) probably because I think that if they they're enjoying the lesson ((*pause*)) I'm sure it's not very sort of really good reason ((*laughter*)) they're enjoying it but it's ok cause they've enjoyed it even if they didn't ((*laughing*)) learn anything they've had a good time (Charlotte 2:314)

Once again, Charlotte's focus on learner interest and enjoyment, on the affective aspects of teaching, is very noticeable. In the following extract this is confirmed in the way she talks about her current evening course group with a great deal of enthusiasm:

.... when they you get them standing up talking about you you can't I could be here at 10 o'clock and they'd still be there I mean when they were doing that last week ((*pause*)) cause they're just really sort of that's when they feel at their best they're sort of walking around socialising chatting to everybody (Charlotte 5:140)

However, Charlotte also expresses some doubts. Following the above extract from the second interview, we talk for a while about how teachers might tend to equate enjoyment with learning and this could become a justification for doing 'lively' activities. Charlotte continues:

but is it true ((*pause*)) erm no probably because that's the sort I don't sort of I can't imagine sort of teaching a really ((*pause*)) but no I say that really not just those sort of things there's a could be there could be a (Joe) quiet you know could be reading something (unint) just as much lot of satisfaction out of the fact you can see that they're really interested in it or something (Charlotte 2:323)

Here Charlotte initially recognises that activities do not necessarily have to be lively, but the main determining factor in whether she favours an activity is still learner interest.

One type of activity Charlotte says she does not do enough of is writing and again she shows her concern for how what she prefers may not be what the learner prefers:

one (sort of thing) I can think of is I don't do enough sort of written things written exercises which I know because students have told me I'm sure I still don't do it I mean that probably comes from sort of not sort of liking silences in the lesson and sort of wanting it to be active and the students speaking the whole time I'm thinking that's boring ((writing)) to get them to do whereas a lot of them really want it don't they (Charlotte 2:069)

This questioning of what she does or does not do is a feature of Charlotte's talk, as we have already seen in section 6.7.4, and there are further examples in section 6.9.1.

Another interesting area in this category is the use of Italian in lessons. In the interviews with Charlotte, it is noticeable that talk about the use of L1 nearly all concerns the learners' use of it. Following an observation, Charlotte says that there is too much Italian being spoken in the group and she is going to do something about it. In a subsequent interview I ask how she is getting on with reducing the amount of Italian in class:

erm ((pause)) it's main well you know what it is it's because they've got so much to say they've got to say it it's people like Mirco I mean I'm trying to sort of you know ((pause)) keep reminding him I don't think it's er I think it's gone down a bit it reached a peak in that that lesson they really were just speaking Italian and Mirco I mean I noticed the other evening it might have been was it that lesson no it was Monday it he sort of you know they're doing pair work and he says er fammi un question ((laughter)) it's just like think (where's he coming from) (Charlotte 5:148)

Later in the same interview she expressed more explicitly how she felt about the learners' use of Italian:

I think it's good to just sort of keep reminding them I don't think it's good to have a really strict rule on Italian because then it's it's frustrating as well (Charlotte 5:301)

This idea is repeated later when we are talking about how sociable her group is and how well they get on together:

.... because I mean that's sometimes it's just you can see it it's stronger than them they just have to say it in Italian they just have to because they are curious if they're going round asking questions and they don't I mean they do make an effort to try and say in English but then if they're really you know curiosity's killing them they've just got to especially Mirco ((*laughs*)) (he's so flipping curious) just has to say it I think students sometimes do need to sort of let off steam and say something in and I think if you're too strict you'll probably find that they they feel frustra even more frustrated and and speak less (Charlotte 5:478)

It is in fact noticeable how Charlotte's learners frequently use Italian, and how she rarely says anything to them. She tends to limit herself to commenting or recasting what they have said in English, as the following extract shows. Here the teacher and a small group of learners have been discussing the length of undergraduate degree courses in engineering in Italy because Michele has just taken an exam for his engineering degree:

Example 6.11

- | | | |
|-----|-----------|---|
| 001 | Charlotte | so five and a half years |
| 002 | Michele | yes |
| 003 | | (2) |
| 004 | Charlotte | almost six yeah in England it's (three) |
| 005 | Michele | three? |
| 006 | LL | ((<i>overlapping comments</i>)) |
| 007 | Charlotte | perhaps four if you do one year working in |
| 008 | | industry three otherwise in Italy it's |
| 009 | | engineering's like a Masters isn't it really |
| 010 | Michele | si credo sia equipparato a un all'estero a |
| 011 | | qualcosa di piu' (=yes I think that abroad it's |
| 012 | | considered something more) (unint) |
| 013 | | ma anche medicina no non so (but so's |
| 014 | | medicine no I don't know) |
| 015 | F | no no |

016	Charlotte	no medicine's
017	F	no medicina è uguale in Europa (=no
018		medicine's the same in Europe)
019	Federica	sono in Inghilterra sono cinque anni (= it's
020		in England it's five years)
021	Charlotte	five years yeah six you didn't if you don't do
022		science at school five years if you do (unint.)
023		five years (unint) specialisation

Here we see more evidence that Charlotte's main concern is with the affective aspects of language teaching and learning and she is willing to give up some of her own principles (as she noted, she only very rarely speaks Italian herself in class) in order to meet what she sees as the affective needs of her learners. In fact, this compromise goes as far as giving a particular learner extra material in Italian as Charlotte feels she is unhappy with the grammar explanations in their textbook, which are in English:

.... at the end of each file there's a grammar check and it's actually got all the sort explanations they just like it in Italian the things I've brought in cause she was complaining about it so I brought in that erm Pallini Italian for um English Grammar for Italian ((*whispers*)) (she went) aaaahhhh finalmente (Charlotte 5:359)

When discussing error correction, Charlotte again speaks in terms of her empathy and sensibility towards what she perceives as the learners' affective needs. I asked her if she has a specific policy on correction:

yeah well probably I mean if it's erm perhaps a fluency thing where they're getting on with something then I always do it at the end put it all up on the blackboard and you notice that I mean they do even if you don't say who's made the mistake they do sit there and say I said that and they like I think they like it I mean there again like on Saturday¹⁰ we said you do get you do know who wants it and who doesn't want it but I understand I mean I don't want to be sort of corrected the whole time but I do understand the frustration never being corrected (Charlotte 2:043)

This was reinforced in a subsequent interview by a specific reference to her role in a mingling activity in a class I observed:

¹⁰ Reference to a paper given by Mario Rinvoluti at TESOL-Italy

.... in the first activity when it was just absolutely no point me to be walking round because it just puts them off because then they'll turn and say how do you say such and such or they start worrying about making mistakes if they feel that you're there so that's ((*pause*)) I mean it ((*pause*)) and also at that level really for error correction you can predict what mistakes they're going to make anyway so you don't need to be there sort of listening (Charlotte 5:460)

This is also another example of how Charlotte tends to take a secondary role, standing back and allowing the learners space to work.

6.8.2 Linda, interest and usefulness

When asked about the types of activities she favours, Linda initially focuses on classroom organisation rather than on specific types of activities:

((*intake of breath*)) well I don't like doing a lot of teacher class but particularly at the beginning of the course you do it because they like to sort of look round the class and think oh we're a class and that's our teacher sort of thing (Linda 2:267)

Here Linda considers the learners' point of view, but again it is noticeable how this focuses on clear and distinguishable roles. In the same way that Charlotte suspects she tends to project her own preferences onto her learners, it is legitimate to speculate that Linda may also be doing something similar when she focuses on the need to establish roles at the beginning of a course.

When asked why she does not like doing teacher-class, the reason is again concerned with usefulness rather than affect, although interest is a consideration too:

well no I mean like for speaking I mean I don't think it's I mean it's obviously not very very a very good use of time to have 20 people listening while one of them stumbles over something that you've just tried to explain ((*laughs*)) you know it's not quite apart from the fact that they get bored and start to chatter it's just not very good use of their time really (Linda 2:272)

Like Charlotte, Linda prefers not to do writing activities:

and what else don't I like doing ((*pause*)) I don't like doing a LOT of writing I mean I sort of like collaborative writing activities like you know those group dictations and things but I wouldn't I would always you know if we do writing activities I always sort of say if you want to if we do sort of like a rough draft or something then I say (so) if you want to write a final version then of course I'll mark it but you know I don't like doing that in in class time cause I think a lot of students think that's a bit of a waste of time.... I mean you just spend you can just spend rather a lot of time doing it cause it is a bit time-consuming writing (Linda 2:277)

Once again we see how the focus is on what the learners find useful rather than on what they like.

When asked what activities she likes doing, Linda replies that she likes doing pair work and group work and gives an example:

.... I get them to correct to to to compare things that they've written like last night I said to them um oh write down the last thing you bought you know the last type of item of clothing that you bought cause we'd just done some of the vocabulary of clothes and then when they'd written them I made them show each other and read it to each other I think that's quite good cause cause A they're naturally curious about what the other one did at least very often they are and B it's sort of quite helpful because they do actually sort of erm correct each other or at least you know they discuss why things are right or not right I mean even if they ask you they still sort of raise the questions in their mind (Linda 2:300)

As with the activities she does not like, there is the dual motive of learner interest and the usefulness of what is done.

Linda does not make many references to the use of L1, except in response to my specific questions, and, in contrast with Charlotte, these are nearly always concerned with the teacher's use of L1, rather than the learners'. Moreover, it is again seen as something that is functional to the learning process, first, with reference to giving instructions. For example, in the following extract, I ask Linda about a specific episode in a lesson I observed where she used Italian:

I used Italian then because there was that boy who kept saying oh ma sta per fare qualcosa you know when we were going into the present continuous Giovanni ((discussion of who he is)) so I thought oh I'll just say it in Italian just so you know even if he so that he's definitely got the message we're not doing that (Linda 3:023)

Another example is when I ask her about the use of metalanguage in the class, without any reference to L1 or L2:

I mean like if it's something it's a bit something new like sort of a linker then I maybe give a gloss in Italian but no for something like that I use Italian like if I want to nip things in the bud like if I'm not sure whether like that question there was something else where I did it as well and I also used it tonight for getting equivalents in English because some things were difficult to find synonyms for in English so I mean and I don't really see any harm in sort of doing that I think it's quite useful really (Linda 3:147)

The following extract from one of Linda's lessons, could be an example of how she uses the L1 to ensure the smooth running of the lesson. The extract is part of the same activity as the Beijing episode mentioned in section 6.6.1. The learners have read an advertisement for cheap flights and Linda has asked them to identify what conditions are attached to the flights:

Example 6.12

- | | | |
|-----|----------|---|
| 001 | Linda | that you book yes in fact under here it says |
| 002 | | erm book before <u>Monday</u> don't know what |
| 003 | | Monday that is but you have to book now |
| 004 | | <u>immediately</u> practically and then you can |
| 005 | | have that cheap flight how much is 299 |
| 006 | | pounds? approximately |
| 007 | Giovanni | six (thousand) |
| 008 | LL | (unint) |
| 009 | F | sei milioni (=six million) |
| 010 | Linda | yeah (it's) sei milioni qualcosa (=six million |
| 011 | | and something) because now the pound's |
| 012 | | very high , |
| 013 | F | (unint) |
| 014 | Linda | so anyway .. no |
| 015 | M | no |
| 016 | Linda | no no non sei milioni |
| 017 | M | no no |
| 018 | Giovanni | no |
| 019 | Linda | ((<i>laughs</i>)) that wouldn't be cheap at all |
| 021 | | would it |
| 022 | LL | ((<i>unintelligible</i> - words 'sei cento' and 'sei |
| 023 | | <i>milioni</i> can be heard)) |

024	T	s(h)ono sei <u>cento</u> si sei cento sessanta (=it's
025		six hundred yes six hundred and sixty)
026	LL	(unint)
027	T	yeah so anyway if you think about going to
028		China to Beijing for sei cento cinquanta sette
029		cento (=six hundred and fifty seven
030		hundred) I mean that's very very cheap isn't
031		it

In particular, in the light of her interview comments, it would seem likely that Linda uses the L1 for the numbers to try to ensure smooth progress in the lesson, especially once actual cost has been established, to avoid further confusion and need for negotiation.

There is no mention in any of Linda's interviews about the learners' use of Italian.

As we saw in section 6.6.1, error correction was a topic that Linda brought up on her own initiative when she was talking about the different roles she fulfils including the authority in correcting learners. She continues:

.... I mean again that's that's just sort of your teacher role that's what you're there for in certain situations obviously not as soon as they open their mouths etcetera ((*laughter*)) but specially if they ask you you know if they say is this right and you have to say yes or no I mean (Linda 2:581)

When asked if she has a specific policy on correction in her classroom, Linda says that it depends on what she is doing. Again in contrast with Charlotte, she gives specific examples of how she would correct indirectly, by using comprehension checks and also how she prefers learners to self-correct if possible. It's noticeable in her lessons that she frequently achieves this through metalinguistic correction techniques, such as the following:

Example 6.13

001	Linda	ok ok er more or less right but here we say
002		it's such a loud party because party is a
003		noun what type of noun?
004	Katia	singular

005	Linda	it's a singular noun and it's a countable
006		noun you can't say party you must put
007		something you have to put er add an article
008		or something (noun) so the same thing if
009		you say it was such a:: beautiful day
010		(4) ((<i>sound of chalk</i>))
011	Linda	ok a beautiful day but what about weather?
012		(2)
013	Linda	no article with weather because weather is
014		what type of noun
015	Elena(?)	it's uncountable
016	Linda	it's an uncountable noun so you can't say a
017		weather you say weather so: it was such
018		((<i>sound of chalk</i>))good weather oops such
019		good weather

6.8.3 Summary

Much of what has been presented in this section is clearly linked to what was discussed in section 6.5 on the relationship between teachers and learners and to other themes that have already emerged from the data. What teachers believe about their relationship with their learners and what they believe should happen in their classroom in terms of the actual lesson are likely to be similar. Both teachers try to see things from the learners' point of view, but as in so many aspects of teaching and learning that have been discussed, the underlying beliefs are fundamentally different. Thus, Charlotte's beliefs, as a person-oriented teacher, lead her to emphasise the role that affective considerations play in her classroom decisions. Linda, on the other hand, looks to the usefulness to her learners of what she does and how their time can best be spent in the classroom.

6.9 Learners

This final category will look at how both teachers talk about their learners. In some ways this category and the categories of Teachers and Learners, discussed in 6.5, and Teachers, discussed in section 6.6, overlap. The difference lies in the fact that, whereas the aspects of teaching and learning illustrated in the section 6.5 concerned the way in which teachers and learners relate to each other, the following section is concerned with learners as a distinct entity.

Of relevance to this category are the answers that the two teachers give, already described in section 5.2.1, concerning the roles that they expect learners to take in the classroom and their attitude to learner initiative and these will not be repeated here.

6.9.1 Charlotte, participation and support

Charlotte emphasises the fact that she likes her learners to participate and be lively in her lessons. In fact, she explicitly says that participatory is one of the roles that she expects her learners to take:

erm ((*pause*)) (I think) it depends what they're doing but yeah as we said before participating or also sort of supportive between themselves among themselves so sort of helping each other (working group work) it comes out sort of through group work (Charlotte 2:382)

From this it seems clear that Charlotte expects her learners to contribute actively, not only to the lessons, but, and perhaps as a consequence, to that positive atmosphere that she tries to create in her classroom. In fact, we have already seen in section 6.8.1 how enthusiastic she is about her elementary evening course where the learners will not stop talking, even if the talk is in Italian.

When asked how she would define a good group, she says that it is one that:

.... works well together yeah um ((*pause*)) yeah that sort of throw themselves into things and have something to say (Charlotte 2:181)

She describes the one group she had that she felt she couldn't get on with; the reason she gave was that they were not participatory:

I did have one bad really bad group the first year I taught at ((*language centre*)) that is the only bad group I can remember they just didn't respond to anything absolutely nothing you know when you try to stimulate discussion I mean everything was just hard really hard work (Charlotte 2:157)

From all these extracts it seems clear that Charlotte equates participation and good learners with speaking. However, when talking about her learners and her expectations for them in the classroom, Charlotte also expresses some self-doubt. In the following extract, she is describing what she considers to be the characteristics of a good learner:

not necessarily lively but people who ((*pause*)) sort of really make an effort and try and sort of use all ((*pause*)) all different sort of ways to communicate ((*pause*)) there's one in particular in this group I've noticed that you notice straight away that he picks up something you've told them and uses it ((*pause*)) but there again I mean do we really know he might strike me as the good learner but who says he is ((*laughter*)) ((*comments*)) he's just more vocal there might be somebody sitting quietly at the back be much better than he is (Charlotte 2:186)

Charlotte is constantly trying to see things from the learners' point of view and, although she admits that in the end she usually does what she feels is right, she is constantly questioning this:

erm I'm sure I tend to do what I like doing which is sort of this learner-centred thing I'm sure it's a bit superficial even if you do sort of do a feedback thing do I actually put into practice what they've told me it's not really learner-centred is it if er I'm sure end up doing tending to do things you like and perhaps neglecting some things (Charlotte 2:060)

This questioning attitude may well be connected to a person-oriented teacher's trying to do the best they can for their learners that has already been mentioned in section 6.7.3.

Moreover, Charlotte also carries out a mid-course feedback questionnaire and in a later interview we are discussing the results:

no I mean the main thing actually I'm going to change my feedback cause they've given me the wrong answers ((*laughter*)) no I don't ((*whispers*)) I don't mean that no there's this stupid question that says would you like more direct grammar explanation and everybody always says yes I'm going to take that out no they all like doing pair work group work they'd like to change partners more often and erm ((*pause*)) there are no activities they don't like particularly but they want

to do more reading and more listening and Marco would even like to do more speaking ((*pause*)) but basically they're the two sort of things ((*pause*)) which is something that English File is really really bad on it hasn't got anything (Charlotte 5:162)

In this case, the results of the feedback correspond with a lack that Charlotte has already identified. However, she also emphasises that even in cases where she might not agree with the learners, she would try to adapt her teaching to them. This was the case with Mirco, who asked for more grammar, even though the textbook is very grammar-based. Charlotte's solution was to draw the student's attention more to the grammar being done in class:

I have since then sort of been pointing out sort of using names for things just say oh last week we did you know when you weren't here just to make him think (Charlotte 5:184)

6.9.2 Linda, participation and learning

We have already seen in section 6.5.2 how Linda expresses a preference for bright learners. Like Charlotte, she also prefers more participatory learners:

well the ones who erm who are not shy really tend to be better from the teacher's point of view cause they're sort of always willing to um you know make a remark or ask a question or something in front of the others (Linda 2:872)

However, participation is not necessarily straightforward:

erm well I like them to participate I mean I the trouble is with being sort of say with being I mean particularly in faculty courses but anyway if you say (say you know) I'm the authority and I know is that they don't tend to take so much initiative (Linda: 2.1063)

Moreover, there are limitations on the role of participation. In an interview after an observation, Linda complains that the learners are not very participatory and expresses a desire to find ways of encouraging them to participate more. However, in a subsequent interview, following a lengthy

discussion on the participation of various learners during the lesson, Linda recalls an episode from a lesson when I was not present:

there was something on Tuesday and I kept saying let's go on let's go on and whoever it was was still chatting away and I can't remember if they were talking in Italian or English but it was because it was some subject where whoever it was you know they really had something that they wanted to talk about which is why True to Life is quite good because actually nearly all the topics there are something that you know you would have something to say (Linda 5:123)

I ask her if therefore she let the discussion continue:

well if you're waiting to start teacher-class activity and there's one person just who won't shut up you have to say come on come on (Linda 5:134)

I then point out that she expressed a concern with lack of participation and perhaps this was an opportunity to encourage the learners, if that was her priority. She replies:

it's not my priority I mean it's fine if they participate I mean obviously it's a good thing but it's not one's objective to sort of say right we'll do this activity in pairs then you do the feedback and then we do more feedback because somebody else has just thought of something else they want to say specially if it's somebody just talking to their partner I mean if you've got five minutes towards the end of the lesson then obviously it's a godsend if you've got that sort of thing going on but if you've got another activity in twenty minutes to do it in then you have to say excuse me come on (Linda 5:144)

Again we see here Linda's concern for the learning process, for what she considers to be useful for the learners, above other concerns. The way the answer is expressed is also a clear reflection of Linda's process-orientation, with the teacher's 'priority' and 'objectives' taking precedence in order to ensure that learning takes place. This episode also reinforces her attitude to learners taking the initiative (see section 5.2.1), which is favourable but within certain limitations.

Finally, in describing what she considers to be a good group, Linda has this to say:

.... that they kind of they include each other they're willing to co-operate obviously they have to be more or less the same ability because it does get a bit tiresome for the good ones if they're always having to pull along somebody who's a bit weaker (Linda: 2:897)

Support and co-operation are important, as they are for Charlotte, but here they are finalised to facilitating the learning process.

6.9.3 Summary

The data presented in this section, together with those concerning learner roles and initiative in section 5.2.1, show that both teachers place an emphasis on learner participation and their active contribution to the lesson. In the case of Linda, there are limitations on participation to ensure that it is functional to moving the lesson, and thus the learning process, forward. This is consistent with a process-orientation. Charlotte, on the other hand, seems to see participation as a means of communication and a way of making the lessons livelier and interesting, thus promoting learning. Moreover, Charlotte makes a conscious attempt to involve the learners directly in their own learning by seeking out their preferences and being aware of what they feel they need, adapting her own teaching to this if necessary. This is consistent with a person-orientation.

6.10 Teacher metaphors

Interview 8 with Linda and Interview 9 with Charlotte are substantially different to the other interviews insofar as the starting point is metaphors. For these interviews, the metaphors for teachers described in Oxford et. al. (1998) were used. These were chosen because it was felt that the meaning of most of them might not be immediately clear and that this could lead to interpretation

and discussion, which might give further insights into the beliefs of the two teachers (the list of metaphors is in Appendix G). The list of metaphors was given to Linda and Charlotte and their comments elicited, both in general and in terms of how they see the metaphors relating to their own teaching. Finally, they were asked to complete two sentences: 'Teaching is like.....'.and 'A teacher is like'.

In some ways the interviews were not entirely successful, especially in the case of Linda, who was often unable or unwilling to give any interpretation to many of the metaphors. Moreover, the interviews were carried out in rather a hurry because of the teachers' tight schedules. However, many interesting comments do emerge from both interviews, and, perhaps unsurprisingly, the two teachers identify different metaphors as being closest to their perception of themselves. Moreover, their choices and comments are entirely consistent with the two orientations. Just a few examples of some of the most significant comments are given in the rest of this section.

Charlotte initially has trouble identifying with any of the metaphors. However, once they have all been discussed, she concludes that the closest were:

erm the doctor and the delegator no erm ((*pause*)) and the nurturer ((*pause*)) no I can tell you which ones definitely manufacturer no competitor no entertainer no but I mean again it depends how you interpret depends how you interpret it (Charlotte 9:189)

The outright rejection of teacher as manufacturer, producing students who are able to speak the language, and of teacher as competitor, competing for the students' attention in the classroom, is clearly consistent with Charlotte's person-orientation.

A person-oriented teacher seems very unlikely to accept the automaticity associated with the idea of manufacturing, an association that Charlotte makes herself:

I wouldn't use the word manufacturer ((*pause*)) (unint) there is that idea but it just gives a sort of negative connotation doesn't it of production line little language learners on all coming out speaking English ((*laughter*)) being sprayed with (unint) (sprayed) with vocabulary and then ((*laughs*)) (Charlotte 9:015)

Moreover, the collaborative view of teaching and learning in this orientation would be incompatible with the idea of competition. Charlotte explains why the idea of the teacher competing with learners for attention in the classroom is unacceptable to her:

attention ((*pause*)) no not really that's not it's not I wouldn't see myself like that for control I'd hope not to be doing a course if I have to control them ((*laughter*)) no because I don't like teaching the type that's why I'd be hopeless teaching in a secondary school I hate teaching people who don't want to (know) cause I don't like the control thing sort of discipline side of it (Charlotte 9:037)

In discussing 'teacher as entertainer', Charlotte sees two possible interpretations. The idea of teacher as the centre of attention, emphatically rejected by Charlotte, has already been discussed in section 5.2.1. However, in this interview, Charlotte gives an alternative interpretation:

yeah in the sense ((*pause*)) making people letting people enjoy themselves yes but not me being the sort of focus of the entertainment (Charlotte 9:141)

In this alternative interpretation, teacher as entertainer is entirely consistent with Charlotte's person-orientation, focusing on learner interest and enjoyment.

Teacher as doctor is one of the metaphors that Charlotte identifies with most. She explains how she sees this:

erm ((*pause*)) oh yes that's a nice one ((*laughs*)) diagnosing their problems ((*pause*)) yeah in a way because I mean it depends who you're teaching but might have somebody with a particular need they want to do something or they want to improve a certain thing or yeah yeah that's the closest so far (Charlotte 9:057)

The other metaphor that Charlotte says she accepts the most is delegator. Initially she jokes about this, before briefly explaining how she interprets it:

- Charlotte delegator yeah yeah that's ok getting people to do things for me ((laughs))
Sue what students or colleagues
Charlotte anybody ((laughs)) ((pause))
Sue what about in the sense of
Charlotte in the sense of giving them the responsibility as well I mean I'm not a sort of control freak I don't have to be I'm not sort of authoritarian type erm (Charlotte 9:152)

As a person-oriented teacher, Charlotte immediately interprets the metaphor of teacher as doctor as dealing with what learners feel they want or need to learn. The teacher as delegator, on the other hand, is seen as giving the learners autonomy and the rejection of any controlling role of the teacher. Both of these interpretations are entirely consistent with what has been noted about person-oriented teachers.

Another of the metaphors for which Charlotte has a dual interpretation is that of teacher as conduit:

do you mean conduit in the sense of ((pause)) transmitting um ((pause)) erm ((pause)) yeah I suppose so cause yeah you're ((pause)) umm up to a point though because you're not really it's not as if you're imparting knowledge it's not like lecturing or something where you'd be more (unint) erm but you could be transmitting a positive atmosphere or positive ((pause)) I mean not transmitting knowledge but obviously you have to know your subject know what you're doing but you're not standing there delivering (Charlotte 9:066)

Thus, for Charlotte, teacher as conduit could be in the sense of transmitting knowledge, which she more or less rejects, or in the sense of transmitting a positive atmosphere, which, as a person-oriented teacher, is something she can relate to more.

It is interesting to compare this with Linda, who, when asked which of the metaphors she identifies most closely with, replies:

oh didn't I say conduit ((pause)) possibly scaffolder (Linda 8:286)

Although Linda is not very forthcoming in this interview, this is what she has to say about the teacher as conduit:

- Linda conduit what passing things on to them sort of um
that's quite that's quite
((pause))
- Sue can you elaborate at all
((pause))
- Linda well in the sense of like giving them something or just
passing something on I can't really elaborate
- Sue knowledge then I mean knowledge of the subject would
you when you say giving them something
((pause))
- Linda erm yeah yeah yeah yeah ((pause)) (Linda 8:066)

The second metaphor that Linda identifies with is that of teacher as scaffolder, about which she has this to say:

- Linda erm yeah not so much a yes ok sort of marking out
paths for them marking out routes yes
- Sue learning routes
- Linda yes yes yes obviously not in their personal life or
anything like that no ((laughs)) (Linda 8:091)

Consistent with her process-orientation Linda identifies with those metaphors that she interprets as relating to knowledge and learning – teacher as conduit and teacher as scaffolder. It is also significant that she sees scaffolding as marking out learning paths rather than offering support to learning.

As with Charlotte, it is also interesting to look at those metaphors Linda rejects. Like Charlotte, Linda does not identify with the idea of teacher as competitor. However, her reasons are very different:

well I don't think you really have to be a competitor because one thing about teaching is that you're the teacher and they're the students I mean if you have to compete then you're in a bit of a losing situation you might as well not botherif it's that you're just one of them and it just so happens that they think you're right then I mean it's the actual

kind of ethos or the the erm the organisational factor that there has to be (the) one teacher not against the students but one teacher and the students.....where it's clear whose role is is what (Linda 8:043)

Charlotte rejects teacher as competitor because she feels it implies control, which she does not accept as her role. Linda, on the other hand, does not identify with teacher as competitor because in her belief system, which sees pre-determined roles for teachers and learners, there is no place for competition as the behaviour of each of the parties is to an extent dictated by these roles.

One final example will suffice to show how Linda's interpretation of the metaphors is consistent with her process-orientation and that is her view of the idea of teacher as nurturer:

- | | |
|-------|--|
| Linda | erm um no not in the sense of being a nurturer but in the sense of erm ((<i>pause</i>)) playing playing your part to help them learn sort of thing but not ((<i>coughs</i>)) not ((<i>pause</i>)) not erm not like not like nurturing them ((<i>laughter</i>)) |
| Sue | you know all the sort of garden metaphors you know like helping them to bloom grow and |
| Linda | well yes I SUPPOSE so like giving them input that helps them to learn but I think nurture is perhaps the wrong word though ((<i>pause</i>)) I'll try and think what might be a better one ((<i>laughs</i>)) (Linda 8:079) |

Teacher as nurturer is actually interpreted by Linda as referring to the learning process and in providing the necessary input. This is in sharp contrast with Charlotte's interpretation of nurturing as providing the 'right soil', the right affective environment. Here the two orientations are expressed very clearly by the two teachers.

As a final comment on the metaphor interviews, it is interesting to see how the two teachers complete the final sentences.

Charlotte's own metaphors are:

teaching is like boh ((laughs)) I don't know teaching is like like ((pause)) dunno erm boh it's like ((pause)) a never-ending journey.... no in the sense that you sort of ((pause)) developing and always changing doing different things ((pause)) ((whispers)) in the sort of sense that this yeah that you do something that's changing and hopefully developing I hate the idea of doing the same thing over and over again year in year out (Charlotte 9:196)

This metaphor and Charlotte's explanation of it give a dynamic view of teaching and learning, with the teacher constantly moving, seeking out the best ways of doing things, never relying on her experience. In fact, Charlotte went on to say that she had never repeated a course twice. This is reminiscent of her comments on the preparation for teaching in section 6.7.1. Although there is no wishful thinking in her metaphor, there is very much the idea of the teacher trying to find her way forward, striving to do her best.

Linda, on the other hand, was unable to think of a metaphor of her own for either teaching or the teacher:

well it's like all those all those different activities with certain certain things like conduiting scaffolding entertaining¹¹ erm all er all joined in helping other people

Thus, Linda sees teaching as a many-faceted role, with the aim of helping learners to make progress in their learning.

To complete the discussion of the case study interview data, the next section will look at the two interviews concerning a course that Linda and Charlotte were jointly responsible for planning and organising, the apprentices' course.

¹¹ Like Charlotte Linda sees 'teacher as entertainer' in terms of maintaining the students' interest, or as she puts it in process-orientation terms, keeping them 'meaningfully occupied.'

6.11 The Apprentices' course

At the beginning of 2001 Charlotte and Linda were both involved in planning and teaching a course together. This course was run for young apprentices, from a variety of jobs, who had one day a week on day release and could choose whether to study English or computers. The course was short (8 weeks) but for one full day (8 hours) a week.

The apprentices' course represented an ideal opportunity to obtain data that was potentially more comparable. Charlotte and Linda were working very closely together as they co-operated in planning and shared the teaching between them. I was able to observe some of their lessons and to interview them both about the course (interview 8 with Charlotte and interview 7 with Linda). This means that I was able to talk to them about the same learners, the same working conditions and the same issues and to compare and contrast their talk and their teaching more directly, thus adding an extra dimension to the data. The data obtained confirm still further the patterns in their talk that have been outlined so far and will be discussed in what follows.

Most striking is the way that the same aspect of the group can be perceived in very different ways. The most noticeable example concerns the fact that the group was mixed ability:

- | | |
|-----------|--|
| Sue | so I mean having that sort of from beginner to low intermediate what kind of level do you tend to pitch it |
| Charlotte | (pitch it) at sort of elementary I tend to go lower because it's otherwise you lose them and even the sort of better ones are not really sort of quick so they don't mind yeah it's sort of good for them to redo things yeah sort of elementary pre pre sort of low pre |
| Sue | so actually the difference in level isn't too much of a problem |
| Charlotte | no it's not a problem at all no (Charlotte 8:066) |

Linda, on the other hand, found the difference in level to be a major difficulty. She pointed out that Charlotte had done a needs analysis and that she had not actually seen the results. She continued:

- Linda so I just sort of say say to myself well I don't really know what level they are so I'll just sort of do something GENERAL (that will) fit all sizes
((laughter)) ((pitches it at elementary level))
- Sue do you find it a bit of a problem that there are different levels
- Linda well it's always a problem isn't it I mean that's the biggest problem you get really cause I mean you can do as much sort of you know mixed ability group work and stuff as you like but in the end it's just a problem I mean if you've got so many people and so may different levels it's just obviously some of them are going to be bored I mean there's no getting away from it
- Sue um um um what about the size of the group
- Linda er well obviously it's a bit numerous isn't it there are a bit rather a lot of them but I mean as one's used to that sort of thing I mean you know ((laughs)) I find the mixed level more of a problem than the high number cause I mean obviously doing pair work and and you know putting answers up on the board or whatever you can if they're moving at the same speed if they all know where they're going sort of you can keep them going but if they've all got different needs sort of in terms of level it's more difficult (Linda 7:016)

I would argue that this again shows Linda's concern with the process of language teaching and learning, for which mixed levels are a problem. If the group is homogenous, then there are ways of making progress, no matter how numerous the group, whereas mixed levels will always be an obstacle to making progress.

Charlotte, on the other hand, with her person-orientation, finds that mixed levels are not a problem at all, as they are not an obstacle to creating a good relationship and a positive atmosphere. Presumably, the high number of students would be a problem for her, but interestingly enough, one of the positive things she had to say about the group was that it was small.

Another difference between the two teachers comes out of their perception as to the motivation of the apprentices. Whereas Linda is unable to really see any motivation, Charlotte attributes at least a very general motivation to learn. She says that very few need it for work although the hairdressers in the group say that they have some English customers and a few of the students said they write letters in English:

but most of them they're not really interested in English for that they're all interested because they're all convinced that you need English these days and they want it for travelling even though don't think they've travelled ((laughs)) ((pause)) that's sort of seeped in though hasn't it that every so many people say 'oh oggi ci vuole inglese' (=today English is necessary) that everybody's convinced ((pause)) no having said that I mean there are a few of them who really sort of want to crack I suppose they've done it at school and they want to redo it ((pause)) they see it as an opportunity erm ((pause)) yeah I don't know if it affects how they approach it I mean you've seen what they're like they're a bit mixed some are more sort of serious than others (Charlotte 8:020)

Charlotte's perception of the apprentices' motivation was further underlined when she compared them the university language centre evening courses she'd taught in the past:

well I suppose in a way the apprendisti and the ((language centre)) are more similar in that it's (sort of) extra, doing it for travel pleasure fun whatever erm so same sort of motivation (Charlotte 8:077)

In contrast, Linda does not perceive that the apprentices have any motivation to learn. She sees that as part of their work contract they have had to choose between English and computers and that they take it as a good opportunity to have a day off work, make friends and enjoy themselves

When asked how this course compares to the university language centre evening courses Linda maintains that the difference is that the apprentices have no motivation to learn because they are not paying and they have no motivation to progress.

In fact, once the course was over, Linda concluded that:

.... you know you just think well it's a bit of a waste of time really I mean if you didn't think there was going to be an inspection you could say all right then let's just play a game and buona notte but ((*pause*)).... it's a waste of time because they don't learn anything and you just don't do anything don't achieve anything (Linda 8:014)

For Linda, the rather general motivation that Charlotte perceives is probably not considered sufficient to lead to the sort of learning progress that she, as a process-oriented, teacher would like see.

When asked about the positive and negative aspects of the course, Charlotte has this to say:

positive they're nice I can't say the money no ((*laughs*)) they're a small group negative 8 hours a day I can't work like that you try to fill the time rather than plan a good lesson (Charlotte 8:003)

This answer is very reminiscent of the general comments that Charlotte made about the rewards and difficulties of teaching (see sections 5.2.1 and 5.2.2). Leaving aside the money, the positive aspects are again focused on affective factors¹², while the negative aspects concern external conditions that prevent her from doing her best.

Linda's answer is both similar and different:

the negative aspects I don't think they're really learning all that much because they're so disparate and they're so er well not because they're so indisciplinati but because you know they don't really think they're going to learn anything so they're not really bothered they're just there to positive is they're very nice and some of them are trying hard (Linda 7:003)

¹² I should really have asked Charlotte why 'small group' is positive for her. 'Small groups' can be positive from a relationship point of view or from a learning-progress point of view and it is not at all clear here what Charlotte meant. Given the weight of evidence presented so far, it is probably not too risky to speculate that she means from a relationship point of view.

The negative aspects again focus on progress, or rather lack of it, and this is consistent with Linda's process orientation. The positive aspects are interesting as Linda firstly focuses on affective factors, before mentioning progress. This apparent importance given to the learners being 'nice' could well be explained by the fact that, given the conditions under which she is working, Linda is resigned to not actually being able to make much contribution to learner progress on the course. As the aspects of teaching that she believes to be important are missing from this particular course, given both the nature of the course and of the learners, then clearly there cannot be positive factors associated with a process-orientation. In the absence of these conditions, affective factors come into play.

One final point concerns the problem of planning for four-hour blocks of teaching and of keeping learners interested for eight hours. In particular, what the teachers had to say about organising the time is interesting:

((overlapping speech joking about breaks every half hour)) oh yeah to begin with about every hour and then probably about every 45 minutes there's just no point I'd rather sort of do a short activity and do it sort of reasonably well and then have a break than sort of just (keep them there) cause I mean it is (unint) sort of even in their shoes as well I mean even if you play a game in English you've still got to you've still got to think haven't you (Charlotte 8:146)

Once again, Charlotte is concerned with the learners' point of view and tries to put herself in their shoes and empathise with their situation.

Linda also speaks about the need for breaking up the lesson:

in theory you try and have breaks and like I was quite pleased today when I said let's have a break before they were even thinking about it because I mean if you get to the stage where you say when they're saying ooh let's have break let's have break you know they're all looking at their watch and it's not you know it's better if you can have it sort of when they're when you feel you've got to the end of something and then before you go on to something else rather than if

you're trying to squeeze something in before THEY think it's time for break sort of (Linda 7:053)

Although Linda does not mention roles or credibility explicitly, I would argue that, given what Linda says in other interviews, her comments here can be interpreted in those terms. In other words, it is the role of the teacher to decide when there should be breaks in a lesson and it is a threat to her credibility if learners try to take that decision out of her hands, as it is not part of their role.

As already mentioned in chapter 4, the interview data were supported by a short series of diaries entries that both teachers were asked to keep. The next section will briefly consider this secondary data.

6.12 The teacher diaries

As mentioned in section 4.3.4.2, the teachers were asked to keep a diary and to send it to me periodically. We actually abandoned this idea fairly quickly as both teachers found it rather a burden and I felt that I could not really insist as they were already giving up so much of their time. However, the database contains three diary entries and some material used with learners for Charlotte and four diary entries for Linda. As there is little material, these data cannot be considered very significant. However, they do add an extra source of evidence for the coherence of the teachers' personal belief systems and for the two orientations and so will be discussed very briefly. One complete diary entry for each teacher is given in Appendix H.

The teachers were given no indication as to what they should write in their diaries, other than that it should be related to their current teaching. Charlotte chose to write about a group of language undergraduates she was teaching, whereas Linda selected a course she was doing through an regional agency for the local police force.

The contrast in the way the two teachers go about writing their diaries is immediately noticeable. Linda writes about her lessons, the learners and their reactions and activities carried out, giving a fairly detailed account of what happened on the classroom. A typical extract is the following¹³:

Did revn of family vocab on board and focus on saxon genitive - beginners scrabbling frantically in Fri's notes to try to remember....
Invented 2 sisters Anna rich and Betty not rich and they had to match sentences already written up on paper board at the side They seemed to enjoy the inventing characters bit quite a lot so must remember to resuscitate them for other target input. ... SS appeared to cotton on and asked several q.s
Eg prof perchè (non) ha messo la s? (=why have (n't) you written s?)
Then written ex from book unfortunately including advs of frequency - never mind I just translated them. (Linda diary entry 2)

Charlotte, on the other hand, focuses on feelings and reactions, hers, her colleague's and her learners. The following is an example:

Received 120+ diaries this week. Moragh and I were very eager to start reading them! We weren't sure how students would take to idea, when I explained during lesson about the diary couldn't really tell whether they were interested or thinking "Oddio! Ci mancava proprio questo!" (= oh god! This is all we need)
First entries included many positive reactions to diary idea - appreciation of possibility to interact with teacher, interest in idea of reflecting on own learning, in fact some seemed quite excited!
(Charlotte diary entry 2)

Clearly, more data are needed here. However, I would like to argue that, even from the material presented, there are strong indications that the teachers' orientations are at work here too. Linda, as a process-oriented teacher, writes about the activities she carries out as she sees these as being most relevant to the learning process. She comments on her learners' reactions mainly in terms of how her input is received. Charlotte, on the other hand, writes mainly about the affective aspects of what she is doing, how she and her colleague feel, how her learners react emotionally. This is consistent with her person-orientation.

¹³ The diary entries are reproduced exactly as the teachers wrote them, so all abbreviations are theirs.

Before going on to draw some initial conclusions in the next chapter, it is necessary to finish with a brief report of the final, joint, interview with Charlotte and Linda, in which they were presented with the idea of the two orientations and asked for their reactions.

6.12 The final interview

This chapter and the previous one have given much space to the teachers' voices. However, as mentioned in section 3.3, it is the researcher who decides 'what is the case's own story' (Stake, 1998:093), inevitably bringing his or her own interpretation to the data and selecting what is considered significant and what is left out.

It is necessary, therefore, to go back to the informants, to present the findings to them and to give them a further opportunity to comment in order to see if they themselves recognise the interpretation that the researcher has given to their words.

In the case of Linda and Charlotte, I decided to organise a final, joint interview (FI), in which I presented them with the characteristics of the two orientations as set out in Table 5.1. I decided to talk to the two teachers together as I was also interested in their reaction to each other and, as they are also friends, I did not feel that they would be particularly inhibited by the presence of the other. There were advantages and disadvantages to this decision, as the discussion that follows will make clear.

Initially, Charlotte seemed rather uneasy as her comments in the following extract show:

Sue	the main reason for getting both here today was kind of a final
Charlotte	it's like a confronto (=face to face) between the two

accusate (=accused)
 ((*laughter*))
 Sue oh no don't take it like that
 Charlotte (unint) (magistrato) (=magistrate)
 ((*laughter*))
 Sue was just to run past you what kind of came out of it
 and to get your reaction to it and basically what came
 out I can only really do it very sketchily today I think
 because otherwise you'd have to read but I will give you
 the whole thing to read is
 Charlotte are we going to have to consider a career change
 ((*laughter*))
 Sue Oh Charlotte ((*laughs*)) basically two different types of
 orientations to teaching and learning and I've kind of
 sketched them out and I'd be interested to get your
 reactions and see if you identify with one or the other of
 them or with any particular aspect of one of the other of
 them or if you would completely refute
 (FI:053)

Moreover, giving the list of characteristics to the two teachers did not prove particularly successful, as both teachers tended to simply go through the list and say that they agreed with nearly all of the characteristics. For example:

Charlotte but I agree with with Linda a lot on this erm know your
 subject well be professional and prepared
 Sue um yeah
 Charlotte I'd like to move that over to the right
 Sue ok
 Linda and it's important to get on with students and try to be
 creative and interesting that's important
 Sue ok (FI:110)

This is perhaps unsurprising for two reasons. Firstly, I would argue that it is a natural tendency for people to resist being categorised in any way. Secondly, just by reading through the characteristics in table 5.1, it is unlikely that any teachers would actually disagree or not identify with the majority of the aspects listed there. Moreover, a simple list is necessarily a rather crude way of representing the two orientations and cannot capture the more subtle aspects of the analysis. For this reason, it is inevitable that the teachers feel that they recognise themselves in some aspects of both orientations.

However, there were immediate signs that the teachers did identify, as least to some extent, with the two orientations. Immediately on being given the list, Charlotte comments:

that's Linda on the left me on the right (FI:076)

Moreover, she also appears to recognise Linda in other aspects, as her 'probably' below would seem to indicate:

Charlotte	how do you mean learners should follow the lesson
Sue	be be attentive
Charlotte	ok ((pause))
Linda	did I say that
Charlotte	probably ((laughter)) (FI:180)

Linda also confirms that she had, in fact, recognised herself:

Sue	ok cause Charlotte immediately said oh the one on the left is Linda and the one on the right is me did you not have that sort of reaction
Linda	yes I did think oh dear that was probably me ((laughter)) (FI:189)

Moreover, the way in which the discussion continued and developed revealed that both teachers were actually referring to their orientations here too, once again showing how all pervasive they are. For example, I try to give a more detailed, verbal explanation of the two orientations. Linda then relates the difference to 'the context in which a particular teacher might be working and says that:

Linda	I suppose it's because some people have less experience of doing sort of like exam formal teaching like I mean what we do here you can't really bother all that much about the personality of the students really whereas if you're doing evening classes then you can do more
Sue	yes so it could depend on the type of course you're doing
Charlotte	well that's a big factor isn't it yeah sort of the fourth year ((name of university)) we're lucky cause we've got sort of

- autonomy so and small groups so we could sort of focus on that more
- Linda yeah whereas with you know the students here for reading and writing or (unint) you sort of just be nice to them but you're not really interested or (unint) good relationship with them (FI:211)

It is interesting that both teachers are here referring to Faculty courses and, although Charlotte underlines the differences in order to justify her disagreement with Linda's analysis, they are both talking about institutional courses with university students.

This is further emphasised as Linda continues to explain what she means by differences in context. Again Charlotte clearly disagrees with Linda that the relationship is fundamentally different according to the type of course, although she still uses the differences in their teaching situations to soften the disagreement:

- Linda no no but I mean like like I mean the thing is that certain type of classes certain type of students want either because that's all they know or because uh uh or need a certain type of teaching and others require or want or need another certain type
- Charlotte how do you mean
- Linda well I mean the students here for example in the faculty don't want you to be all friendly and say oh hello my name's Linda what's yours sort of I mean it's just whereas in an evening class they do so I mean you can't you can't do the same sort of thing in a in a university course that you can with a with you know an evening course or something I mean it's not it's not productive it's not erm
- Charlotte yeah even there's ((pause)) slightly different role isn't there because you're the teacher you're the one who's going to give them the mark at the end of the course but I still think again it depends if you've got small groups I still think the relationship's basically the same one ((pause)) I don't think my from teaching before and teaching at the university and again it's because of courses that have allowed me to do that cause if I was teaching erm PET or whatever I wouldn't be able to do it but a little bit you've got to you know I sort of oh you know they shouldn't call me Charlotte and it should be

- but it's still the same sort of I don't think I've changed very much apart from the way perhaps they perceive you
- Sue yeah
- Linda do they call you Charlotte ((*surprised tone*))
- Charlotte ((*explains tradition of using first names in her university*)) it doesn't really bother me but it would bother me if they sort of it only bothers me because of the university horrible set up
- Sue but not because of the relationship with the students
- Charlotte no no
- Linda I can't think of a single student here who I would ever have wanted to call be called by my first name (FI:230)

Moreover, even where Charlotte seems to disagree with the distinction between the two orientations, her reasoning is entirely person-oriented:

- Charlotte sometimes you're you you're both of them at the same time aren't you doesn't it go together if you know the person you know how they learn so you it's the relationship but also their personal learning process
- Sue but if you're basing your teaching on erm because you know the learners well enough to know what each individual learner needs or wants, needs or wants?
- Charlotte bit of both but surely one facilitates the other if you know them if you get to know them if you sort of treat them as people then it's easier to find out about the process (FI:350)

During this interview I also ask Charlotte and Linda if they can 'label' their colleagues as either process- or person-oriented in order to see if the orientations make sense to them. In spite of an initial reluctance, both teachers can clearly assign an orientation to their colleagues:

- Linda I don't know really I suppose Karen's focused on process very much to the exclusion of all else ((*laughter*))
- Charlotte I'm not sure cause I don't is it so clear the distinction ... yeah probably Moragh's more person then because she sort of likes to gossip about the students she has to know the names not sort of gossip in nasty you know she's in yeah she'll tell you things that she's found out in class and she can't stand if she doesn't know their names

- whereas some people don't mind do they class of Xs er
 ((*pause*))
- Linda Lucy I suppose she would a a person type wouldn't she
 do you think she would be a person I mean I don't
 know cause I've never seen her teach but I imagine that
 she would be sort of person
 ((*turns omitted*))
- Linda I can't think of any other teachers I suppose Margaret
 would be a process person I mean I don't know but I
 imagine
- Charlotte yeah other colleagues I don't really know
- Sue what about Jill
- Charlotte um ((*pause*))
- Sue difficult to say
- Charlotte yeah I would have said person but no Jill's a bit erm no
 perhaps process((*pause*))I would have said perhaps
 person a year or so ago but I'm not sure if she is (FI:302)

It should be noted that I also know all the teachers mentioned in the above extract, more or less well, and Charlotte's and Linda's opinions coincided with my own in each case. The case of Jill is particularly interesting as I had had exactly the same reaction as Charlotte, initially seeing her as a person-oriented teacher, but as I got to know her better, mainly through going to conferences together, I too had decided she was more likely to be process-oriented.

As a final comment, both teachers were asked if they felt they had been misrepresented in any way and neither felt that they had.

In spite of an initial, and understandable, reluctance to confirm their orientations on the basis of the key characteristics, I feel that the above discussion shows that the final interview added further confirmation, from the teachers themselves, both directly and indirectly, as to the credibility of the analysis of the interview data.

Chapters 5 and 6 have given a detailed account of the data in order to show how teachers' personal belief systems can be seen to cohere around two different orientations to teaching and learning: a process orientation and a person orientation. Evidence of the orientations can often be seen even at a

fairly superficial level, in the way that teachers answer certain questions about teaching and learning. However, detailed analysis of the two case study teachers has shown that these orientations permeate deeper levels of teachers' beliefs.

The next chapter will attempt to bring together some of the strands outlined so far into a detailed summary of the two orientations and will apply the findings to a sixth teacher, Lucy. It will then go one step further and try to go some way towards accounting for the existence of the orientations by examining the role that teacher identity might play.

2.2 The two orientations

Having looked at the part that identity may play in a teacher's orientation, it now remains to briefly outline the main characteristics of the two orientations, and to summarise the points made in the chapters based on them. This will be followed by an analysis of Lucy's interview to show how, once the key characteristics of the two orientations have been established, these can then be

Chapter 7

Teacher orientations and identity

7.1 Introduction

The previous two chapters presented a detailed account of the data, which led to the claim that teachers' personal belief systems can be seen to cohere into either a person orientation or a process orientation. This chapter will first give a summary of the two orientations and then apply them to further data from the sixth teacher, Lucy, who can be seen to represent a less clear-cut case. In section 7.3 the analysis will be taken one step further in order to examine the part that teacher identity might play in determining a teacher's orientation.

Any conclusions can only be tentative at this stage. However, I believe that there is evidence to support a link between a teacher's orientation and their view of their identity¹⁴ as a teacher. That is to say, the extent to which a teacher is process or person oriented may depend on the extent to which they see their teacher identity as a separate identity or as part of their everyday 'personality'.

7.2 The two orientations

Before looking at the part that identity may play in a teacher's orientation, it may be useful to briefly outline the main characteristics of the two orientations, in order to summarise the points made in the chapters 5 and 6. This will be followed by an analysis of Lucy's interview to show how, once the key characteristics of the two orientations have been established, these can then be

¹⁴ A discussion of the meaning of the terms 'role' and 'identity' is beyond the scope of this thesis. Simply, in this chapter 'identity' will be used in order to distinguish the current discussion from that in the previous chapter where 'role' was used to refer to what teachers and learners do in the classroom and their relationship to each other, even though the teachers themselves make no such distinction.

used to understand the belief systems of teachers whose orientation would appear to be less obvious.

7.2.1 Person orientation

The main feature of a person orientation is an emphasis on relationships, on the personal and affective side of teaching. This can be seen in the way the teachers in this study talk about both learners and colleagues. It is important for teachers to be genuinely friendly and have an ability to establish rapport with learners. This may also extend to contact with learners outside the classroom and to friendships.

Person-oriented teachers show a strong empathy with their learners and their classroom decisions are based on their perception of learners' wants and interests. The teacher makes a conscious attempt to involve the learners directly in their own learning by seeking out their preferences and being sensitive to what are felt as learner needs, adapting if necessary, to these needs.

In the classroom, teachers and learners clearly have their own roles, but these are not underlined in the talk of person-oriented teachers. The teacher takes a guiding and supportive role, with learners placed on centre stage. This secondary role for the teacher can also be seen in the way that, in the talk of person-oriented teachers, learners appear to make progress without any reference to the teacher's contribution to this.

Person-oriented teachers are focused on what they do, and on what they could do in order to ensure the best learning conditions possible for their learners.

In section 6.2 it was noted that teachers may have a similar starting point in their view of how languages are learned and a similar aim in promoting learning. What differs is the route they take to achieve this aim. From what has been summarised above, the route to learning in a person-orientation is the

creation of a positive affective environment in the classroom, where learners are interested, engaged and enjoying themselves. This is the key to motivation and hence learning. In other words, the teacher creates the right conditions and the learner learns.

7.2.2 Process orientation

A process-orientation is characterised by a focus on learning outcomes. For this reason, the emphasis is on the knowledge and professionalism of teachers and on their ability to give the learners the input they need in order to achieve those outcomes.

For process-oriented teachers, a good relationship with learners is part of the learning process because this relationship is based on clearly defined roles, where each classroom participant has expectations of the other. Learners expect their teachers to know their subject, be able to transmit it and be friendly. Teachers expect learners to be interested, motivated and to want to learn.

The role of the teacher is central in this orientation, as can be seen in the emphasis that process-orientated teachers place on the active contribution that teachers make to learners' achievements. For this reason, process-oriented teachers are focused on being the best teacher they can be in whatever working conditions they find themselves, as the teacher holds the key to learning

In the classroom, decisions are based on what is perceived as useful and interesting to the learners. The teacher is in charge insofar as it is she who must take responsibility for the learning process and has the authority to do so.

The route to learning in a process-orientation is via a well-prepared, competent and professional teacher who understands her learners' needs and is able to address them, thereby striving to ensure that the learning process is constantly moving forward.

With these descriptions of the two orientations in mind, let us now turn to the data from Lucy's interview.

7.2.3 Lucy's interview

A preliminary impression of Lucy's interview was that she seemed to show a mixture of the two orientations. Therefore, it was decided to analyse her interview to see whether, having established the key characteristics of the two orientations as a guide, her belief system could be seen to be oriented either to person or process. As this section will show, it did prove possible to identify a teacher's orientation even in apparently less clear-cut cases.

Lucy's interview focused on the questions that had proved to be most significant in the interviews with the other teachers. Thus, for example, Lucy identifies her strengths as follows:

I like my students I think that's a strength for the teacher and I try very hard to like my students even if I don't even if they wouldn't out of the classroom be my friends let's put it like that they wouldn't be natural friends or whatever I still try to think of them as erm people to get on with cause teaching's such a humane thing if you don't consider the person the student as a person then you're not going to be a good teacher another strength I think about giving them a good time even however tired I am or however bad a day I'm having I try to go in and give them the best of me and I try to do a range of things that's another thing I also that's what I (like) don't like to stick to one thing in a lesson I like to mix the skills and things as well erm cause otherwise it'll be boring ((*pause*)) boh strengths you'd have to ask them really ((*laughs*)) organised I'm quite organised I like to do my register in blue ((*laughs*)) (Lucy 1:219)

Although the language that Lucy uses is rather different to that of Pam or Charlotte, Lucy's strengths are essentially the same: she gets on with her learners, she tries to make sure that her learners enjoy her lessons and her lessons are varied and interesting. This is consistent with a person orientation. When asked about the most rewarding aspect of teaching, Lucy replies:

well the rewards are erm just the gratification of people learning a language and seeing them progress from October to June and I'm constantly making them aware of that like today I said to them you're listening is better cause their listening IS better since October you know cause they're working hard and I think it's important to show them that they're progressing I think the the progress thing for me is great you know cause you think well you are doing something then you know something worthwhile cause I think giving someone the language is giving them also power to communicate (Lucy 1:262)

Following some elaboration and a list of the negative aspects of teaching (see below), I follow up by asking if progress is therefore what she enjoys the most. Lucy replies:

yeah it is actually the progress and the I mean I've met some lovely people through my work who've stayed friends and I think that's nice (Lucy 1:284)

Lucy initially focuses on learner progress as the main reward for her, but the way she talks about this is very similar to Pam and Charlotte. Like them, she enjoys seeing the learners make progress, almost as if the teacher had no part in it (except to point it out to the learners). However, she also talks about 'giving someone the language', which could be seen as more of a knowledge transmission view of teaching, so her answer to this point seems to be something of a mixture of the two orientations. Although initially she does not mention the contact with learners as a positive aspect of teaching, this does come out subsequently and is clearly part of a person orientation. Therefore I would argue that, overall, Lucy's answer can be judged as more person-oriented.

Another similar question concerns the qualities of a good teacher. For Lucy these qualities are:

((*pause*)) patience ((*pause*)) erm clarity clarity of voice clarity of thought clarity of presentation a::::nd humane nature somebody who doesn't mind talking to people somebody who likes people I think good communicator in all senses body language you know where you put yourself in the class and respect ((*pause*)) (for other people) ummm

knowing when to shut up ((*laughs*)) (could be my problem) ((*laughs*))
 ((*pause*)) somebody who cares I think about what they do who doesn't I
 think what is a good teacher what is a bad teacher is somebody who
 doesn't care who their students are what they're learning where they're
 going why they're there um somebody who also considers the students
 a whole person and not just a student ...somebody who's intelligent
 ((*pause*)) in the true sense of the word you know can put thing two ideas
 together ((*pause*)) somebody who should be organised (Lucy 1:505)

This answer contains something of a mix of ideas. The majority of the qualities listed concern personal, affective aspects of the teacher. However, there are also qualities that are clearly part of a process-orientation, such as clarity and intelligence (as Lucy defines it). I would argue that, as most of her answer is concerned with affective qualities of the teacher, it is again closer to a person-orientation, although there is some influence of a process-orientation here too.

Like Charlotte, it is noticeable that Lucy does not mention subject knowledge as a quality, so I ask her about this explicitly

Lucy	knowing your subject, yeah preparata as the Italians would say like but you see I give that as a (unint)
Sue	that's why I said it do you just take that for granted
Lucy	yeah yeah you've got to have something (Lucy 1:526)

Subject knowledge is not listed, probably because it is one of those fundamental aspects of teaching, mentioned in section 5.2.1, to which all teachers can be expected to give importance to the extent that it is often taken as given.

On the subject of what constitutes a successful lesson, Lucy has this to say:

oh that's an easy question ((*laughs*)) learning if they have learnt something well two things I think if they've learnt (unint) if they take something home with them you've had a successful lesson and if ((*end of tape*)) I enjoyed that and I'm ready to come back next time and I'm gonna go home and look at it again this idea of (like) continuity and everything so yeah learning and enjoyment (Lucy 1:549)

Initially Lucy's answer here seems to be very much towards a process-orientation and reminiscent of Linda's answer in 5.2.1. However, Lucy also identifies enjoyment as a key aspect of success, so again there is something of a mixture of process and person orientations. Moreover, later in the interview, Lucy talks about what she calls a 'good lesson', which she defines as follows:

going back to what you were saying about weaknesses and strengths I like to keep the class united I like everybody working together and I think that's (unint) in my own parameters of what's a good lesson it should be that everybody should be working together it's not a question of level it's a question of er pace I like people to work at the same pace cause it makes you feel that classroom atmosphere you know when everybody's doing the same (Lucy 1:271)

Again, although Lucy's language is rather different to that of the other teachers, there are clear elements of a person-orientation here with an emphasis on working together and classroom atmosphere and also with the implication that different levels are not a problem.

When talking about the roles of the teacher, Lucy again lists quite a variety of roles:

a lot of roles really erm ((*pause*)) boh facilitator of course is the word that comes to mind but I do help yeah helper I suppose lead erm ((*pause*)) guiding guiding the lesson what I think (of) the lesson now my lesson plans have literally become shopping lists (unint) and that's how I guide the lesson so you obviously leading the the way through the path of learning whatever that is erm ((*pause*)) helping them to to actually notice features of language my role of helping them erm listening being trying to be a listener trying to be a good listener ((*pause*)) erm sometimes support I suppose I wouldn't go as far as to say the word friend but some kind of support for the kind of support where they can you know actually want to come back (Lucy 1:391)

Here Lucy's answer can be placed firmly in a person-orientation. There is no mention of the teacher's role of transmitting knowledge or of being an authority, rather there is a definite focus on aiding and supporting learners, and on learning as a cooperative venture, which is similar to Charlotte and

Pam. Lucy's spontaneous metaphor of the 'path of learning' also makes an interesting comparison with Linda's 'routes' for learning in 6.10. Lucy 'leads the way'; in other words, teachers and learners work together to reach the goal of learning. Linda 'marks the route', in other words, she identifies what the learners need to reach their destination, but they take responsibility for their own journey.

In common with all the teachers, Lucy likes her learners to participate:

hum umm active I don't I prefer active students I don't particularly like passive students erm ((*pause*)) what roles do I like that's quite a difficult question really I like them to be to to want to participate as well actually to come in willing to learn and to you know erm want to do the activity I don't like students which is part of being active I know but I also like that la volontà (=willingness) I like people to actually want to come and do that erm umm also roles of the of people who (aim) to listen to others I don't erm people who can alternate be between being dominant and and patient and listening and giving and people who can actually give and take (Lucy 1:683)

Like the process-oriented teachers we have seen, Lucy expects her students to want to learn and, like the person-oriented teachers, she expects them to give and to share with other learners. Her answer here is again a combination of the two orientations. However, when asked how she feels about learners taking the initiative, she says she gives precedence to learners' wants. In the following extract we have been talking about how Lucy likes to get through her lesson plan if possible, so I ask her what she does if learners bring something up themselves:

Lucy	oh well you just go with that
Sue	you're quite happy to go with that
Lucy	oh yeah absolutely especially with the the grammar things ((<i>gives an example</i>)) no no no I go with I follow them a lot erm I if I if I think it's worthwhile and if I think it's worth spending the time on it
Sue	and what do you base your judgment on
Lucy	er if I can see their reaction if they're actually (studying) if they're impegnati then it's worth it but if I can see that

some of the students thinking oh I don't want to do this anymore then I I say ok that's enough (Lucy 1:456)

This extract is interesting because it initially seems to be reminiscent of Simon and Linda who said that initiative was fine, providing it was useful to the students. However, there is a fundamental difference in that, whereas with Linda and Simon it is the teacher who decides what is useful, with Lucy it is the learners and her perception of their involvement that is the deciding factor. This is more consistent with a person-orientation.

As with the other teachers, the questions concerning weaknesses and the hardest aspect of teaching produced different answers.

Lucy identifies her weaknesses as follows:

er sometimes I ask too much of them I realise that and I push them a lot I know I do that and I can see that some people don't want that cause teaching in an adult language school like that some people just come to have a good time most of our students come to learn English because the course is so expensive compared to other language schools maybe because I like my job I expect them to like it you know I actually like what I do and so maybe I you know I try to show I like it and I think maybe some people I think most people go with it but maybe you know you try to impose your own reality on somebody else it's not (unint) good erm other weaknesses I dunno I something I try to create a bit more I used to correct a lot more than I should erm I've tried to stop doing that especially at upper-intermediate level that's maybe a personality thing being very pignola I'm hard on myself as well as a language student I always wanted to get it right myself erm (*says when she does speaking exercises now she tries to hold back*) because you're spoiling the fluency you're spoiling the fun you're spoiling you know the pleasure of doing the activity (Lucy 1:164)

This answer confirms the variety of weaknesses that teachers identify for themselves. However, it also confirms the deeper division of the answers into those concerned with 'I do' and those concerned with 'I am' (see section 5.2.1). Lucy is very much focused on what she does in the classroom and her weaknesses all concern doing things that she perceives her learners might not want or like. Her answer is therefore very much person-centred.

For Lucy, the most negative aspect of teaching is as follows:

.... the negative things I hate all the administration all the rubbish that goes with it meetings and things like that administration ((*says school is undergoing Equals and having to conform, procedures etc*) and I think well this is not my job this is a managerial job and I we're having to do it as well and I I don't like that about that aspect about my job to be honest (unint) I also want to enjoy myself because you spend a lot of time at work and I actually if I thought if I was going in and I wasn't actually enjoying myself I mean what's the point in going you know erm yeah (Lucy 1:274)

Like Charlotte and Pam, Lucy identifies the most negative aspect of teaching in the external constraints. Although she does not say this explicitly, it is reasonably clear that she sees these constraints as taking something away from her teaching. This is consistent with a person-orientation as is the reference to enjoying the job, which Tony mentioned.

On the basis of this admittedly rather brief analysis of Lucy's interview, it can be seen that, even with less clear-cut evidence, it is possible to identify how a teacher's personal belief system shows either a process or person orientation. In fact, the data presented from Lucy's interview shows a clear person orientation. However, there are other aspects of Lucy's talk that require consideration.

Firstly, Lucy's belief system also contains aspects of a process orientation, although her person orientation is dominant and this needs to be explained.

Secondly, although how teachers talk is not the focus of this thesis, it is clear that the language Lucy uses and the way she talks about teaching and learning is somewhat different to the other person-oriented teachers. There is a certain conscious and deliberate way of talking that is absent from the others.

These considerations lead to the following reflections that will form the basis of the discussion in the next section:

- Whilst Linda and Charlotte represent the paradigm cases, other teachers may seem to have a less clear-cut orientation and show elements of both orientations. However, I would like to suggest that one orientation can always be identified as dominant.
- Various factors may affect teachers' beliefs and it is likely that one of these is the context in which the individual teacher works. Lucy works in a prestigious private language school, where courses are expensive. She herself says there is a certain amount of pressure from the director on the teachers to ensure that learners come back. Moreover, learners who are paying a lot of money for their course are more likely to be focused on progress. This may partly explain some of the process-orientation aspects of Lucy's talk.
- The basic orientations reveal themselves in ways that have been described at length in this thesis but they are necessarily embedded in other aspects of the teachers' self. These may lead to some of the apparent differences among the teachers.

Having summarised the main characteristics of the two orientations, the following section will return to one aspect of the data that has been mentioned briefly but that has not been discussed so far. This concerns the extent to which the teachers see their teacher identity as separate to their personality or as a part of it.

7.3 Teacher identity

On the basis of these case studies alone, any attempt to take the analysis one step further and look at what may underline the teachers' belief systems and, therefore the orientations, can at this stage only be tentative. However, the interviews do contain some evidence that may allow for initial speculation in this direction.

7.3.1 Linda, Charlotte and identity

The potential importance of the issue of separate identities emerges in the initial interview with Linda, where she speaks at length about how she sees her teacher identity as something very distinct. This first comes out when Linda explains that, although she likes the contact with students, she does not actually see them outside class because she likes people to keep to their roles. She goes on to add¹⁵:

I mean I know that a lot of other teachers do sort of make friends with all their students but I find I don't really I like to sort of you know sort of say hello to them when you meet them in the self-service but I mean I wouldn't sort of think of a course as a place where I'm going to sort of organise base my social life on that sort of on people like that you know because that's not I don't think it's fair I mean that's not what they're there for I mean you know if they want to be friends that's you know but I wouldn't sort of expect them that they've got to sort of take an interest in me as a person (Linda 1:283)

Moreover, this distinction is further underlined when she is talking about how she often meets students outside the university, given that they live in the same (relatively small) town and how she is not very comfortable with this:

you think ooooooh because that's coming out of their roles again you know I just like to see them when they're in the classroom behind their desks and I don't necessarily want to see them in the supermarket queue ((laughs)) (Linda 1:329)

Linda clearly has a very strong sense of learner and teacher identities and an equally strong preference that they be kept separate and circumscribed to the business of classroom language learning.

In addition, she frequently makes references to what is and is not her job and what is or is not part of the teacher and learner roles, again emphasising how distinctly she perceives these and how her teacher identity differs from 'real

¹⁵ Some extracts in this chapter have already been discussed in previous chapters, but they are reprinted here for ease of reference

life'. In the following extract, she is talking about how learners sometimes expect the teacher to go beyond simple teaching and resolve difficulties, such as car parking. She has just given an example of how the alarm went off during the morning lesson at the university and she how she had to find out if there was a problem:

I thought I mean I felt it it that was my job to do that I mean it's not my job to say to one of the students go and see what's going on you know cause it's just sort of in in that sort of situation you you're rather sort of person who's sort of deciding things (and then so) and I mean I don't know if this is what you're going to ask me yet but it's completely different to how I am in real life cause (if is) sort of if I'm with my friends or somebody else I say oh you know I don't want do it it's not my responsibility why doesn't some leader figure go and see what's wrong with the alarm so that's why I think that it's sort of you know just when you're a teacher you sort of slip into that role. (Linda 2:421)

Linda then goes on to explain how students are often surprised when they go out for the end-of-course pizza, because they think she has a dominant personality but outside the classroom she actually talks very little. I ask her if she thinks her students see her as talking a lot in the classroom. Linda jokes:

well I mean obviously you walk in and you say hello everybody ((*laughing*)) don't you ((*laughter*)) you know you give a few instructions whereas you know if you're not a teacher I mean not being a teacher not in the role of teacher you don't sort of go round and tell I don't go round and tell everybody else what to do perish the thought ((Linda 2:446))

Again, the above extract implies that Linda perceives certain things that teachers do insofar as they are teachers. I therefore ask her if she sees her teacher persona as completely separate and she replies:

umm yeah yeah I do I realise that I've got that quite strongly that thing (Linda 2:455)

We return to the subject of roles in a later interview, following a lesson observation. I ask Linda to relate the teacher roles she listed in the previous interview to the actual lesson that has just taken place. She picks out some

aspects such as being encouraging towards the learners, so I then ask her how being in her teacher role was different from her 'normal' persona:

I mean it's playing a role being a teacher ((*pause*)) am I going to be psychoanalysed ((*laughs*)) no I mean you know I would never like sort of assume that take over direction of a group like when you're a teacher but I mean when you're a teacher you have to that's what you're there for ((*pause*)) I mean you know you can't expect the pupils to say or the students to say right let's go on and do something else can you (Linda 3:115)

I point out to Linda that for many years she has led the fight in her university for better working conditions for English language teachers, which has involved organising meetings, advising colleagues and, in my opinion, directing the group. She denies this:

no I don't I just give them information I never say we should do this phew ci mancherebbe altro (= heaven forbid) I never say right everybody's got to come to a meeting ((*pause*)) no but I think that it's better if the teacher does take a fairly firm hand with things like that because it's so boring if you're in the class and the teacher can't make up her mind what she's going to do next and keeps sort of saying oh alright we'll do this oh you know I mean you'd like to get at least a sort of impression that the teacher knows where she's going so you're there to kind of do I mean I find that very annoying you know and it's quite a stress for me to be decisive as well I mean I have to pretend you know ((*pause*)) which is perhaps why I come over a bit bossy sometimes ((*laughs*)) (Linda 3:123)

So Linda has a very clear perception of separate identities and is able to identify specific instances where she sees her teaching role in conflict with who she is outside the classroom.

There is a very great contrast with Charlotte, who obviously does not see any separation between her teacher identity and her everyday personality. This lack of distinction can be found not only in what she says but, perhaps even more significantly, in what she does not say. In fact, she never raises the subject of roles or identity herself, either in connection with teachers or learners and even has some difficulty in answering the questions I pose on the topic. I

conclude that this is because the questions have little relevance to her and she is unable to relate to them. In fact, an early diary entry of mine shows I was becoming aware of this:

24/1/2000,

The trouble with Charlotte is that I still don't really see where the identity comes in – I can't really see anything about teacher identities, as least not yet, I might try asking some very specific questions and see how I get on.

The first indication in the interviews that there is little or no identity separation for Charlotte comes in talking about influences on her teaching and she says she has been influenced by various people in the sense of picking up good ideas from them but:

not thinking oh I'd like to teach like that but I mean everybody's so different aren't they you don't watch a teacher and think I want to be like that because everybody has such a different personality (Charlotte 2:133)

The above extract would seem to indicate that Charlotte sees teacher identity and a person's personality as inextricably linked. This is confirmed later in the interviews when we are talking about the teacher as entertainer, a role that Charlotte rejects because it goes against her character:

no yeah I think that is really goes against my style of teaching because it's not my character to sort of stand up and entertain I would never try it because I wouldn't succeed ((laughs)) it's not me (Charlotte 2:344)

Given these hints, I ask Charlotte explicitly in a later interview if she thinks she is herself in the classroom or if she takes on a different personality and she replies:

e::rm yeah up to a point but I'm sure you do take on a yeah not sort of false but you do go into a different sort of mode don't you (Charlotte 3:132)

Interestingly, Charlotte depersonalises her answer from my specific *you*, to a generic *you* in order to give a very generic answer, so I ask her to give an example of what she means:

- Charlotte er ((*pause*)) I don't really know I mean ((*pause*)) (well no perhaps) ((*pause*)) only very slightly but I don't think ((*pause*))
- Sue you feel more like yourself kind of thing
- Charlotte yeah
- Sue you don't feel this is my teacher persona
- Charlotte I'm sure there's a little bit of that but I don't think it's it's that much really no
- Sue nothing that you could pin down or
- Charlotte no not that I can think of no no no
(Charlotte 3:135)

Ultimately, Charlotte is unable to answer the question. Although she says that there must be some differences, she is unable to identify any specifically and finally says that basically, she thinks she is the same person. So Charlotte does not appear to see her teacher persona as a separate identity.

Another confirmation of Charlotte's position comes when I ask her to describe her personality in general:

erm ((*pause*)) I dunno perhaps reserved at the beginning but once I get to know people quite I've got sort of two sides people often think I'm quite serious but I'm not ((*laughter*)) once people get to know me they realise yeah but not erm ((*pause*)) I'm not a sort of you know teacher entertainer who goes in and wants to be like the centre of attention I don't really like being the centre of attention compared to the classroom it's difficult to really know I'm sure it's difficult to sort of I'd probably have to video myself and realise that I'm not at all what I think I am no no I don't think I might be reserved at the beginning but after after a while (Charlotte 4:135)

It is very noticeable how Charlotte automatically relates the characteristics she identifies in her personality to how this affects who she is as a teacher. She then goes on to add that she would describe her personality in the same way, both inside and outside the classroom, the only difference being that she might

curb her sense of humour a little in the classroom. I then ask if she sees any definite differences between her teacher persona and 'everyday' persona:

((*pause*)) no I don't think so I don't think there's a difference last week you said something about do you take on a teacher role I don't think I do obviously it's a different side of you comes across because it's a different type of relationship but I don't think I adopt a particular type of now I am the teacher it's not that type of situation you don't have that sort of you probably have it more with university students that there's more of a sort of ((*pause*)) I don't know I mean I find in like in engineering they call give you lei and call you professor there's a more sort of or they've got an idea of what the teacher is even though ((*end of tape*)) all my teaching's like that there's no in any type of group it's not I'd say it's informal (Charlotte 4:157)

So Charlotte clearly believes that she is basically herself in the classroom, that she behaves in the same way with all her groups and does not have a separate teacher identity, even if her learners may try to assign one to her.

Further evidence of this comes in a later interview. As mentioned previously, Charlotte changed jobs part way through our collaboration together and went to work full-time as a university language teacher. Most of our sixth interview consists of talking about this change. On listening to the interview, I realised that I was making assumptions about how Charlotte must have changed, given this move to a new environment and my own experience of it (see 4.4.1). However, in spite of my inadvertently trying to impose my own interpretations and experience on Charlotte, the fact that she either strongly resists this or is clearly unable to grasp my meaning would seem to be further strong indication that, for Charlotte, being a teacher is not seen as a separate identity. The following extract is an illustration of this. Firstly, I ask Charlotte if she feels she takes on a more authority role in the university lessons compared to the evening courses:

no I don't think it's authority it's just expecting more erm yeah just expecting more (Charlotte 6:251)

I then ask her if she feels she is different in any way with the students or if she takes on different roles:

no no no in class I'm probably less tired more awake ((*laughs*)) my stomach doesn't rumble cos it's not six thirty((*laughs*)).... yeah no I don't think I am different no (Charlotte 6:258)

Finally, towards the end of the interview we try to fix a time for an observation. Charlotte jokes that I will find out that she is different but that she will pretend for my benefit. She then concludes on a serious note:

but I don't think I have no I don't think you can't change anyway can you if you're used to doing things in one way you're not just going to suddenly change I mean like ok like you said the content is more serious so you don't I mean I'm playing less songs yes ((*laughs*)) obviously the activities I mean it is a more but that doesn't mean that there can't be sort of light-hearted moments or no no I don't think so (Charlotte 6:328)

I also returned to the idea of separate identities explicitly in the final interview with the two teachers. Linda immediately confirms what she said in her previous interviews:

Sue	just one last thing to er run past you as well one of the big differences is the question of role of teacher role and do you remember that you said that you perceive a big separation
Linda	ah between myself as a teacher and myself as a person
Sue	yeah whereas you still confirm that
Linda	yeah yeah ((<i>laughs</i>)) (FI:424)

Charlotte, on the other hand, appears to have changed her mind:

Sue	whereas Charlotte remember you
Charlotte	no I probably I was wrong when I said that yeah (FI:431)

However, when asked why she has changed her mind, the discussion continues between the two teachers and it is clear that the original distinction holds:

- Charlotte erm well how do you mean exactly that they wouldn't know what your sort of true personality was
- Linda well er no but I mean er like obviously it's sort of having to be the authority figure for some things sort of in the classroom it gives you a kind of um er it gives you a kind of erm role a kind of erm er ((*pause*)) like a kind of position a kind of situation so I mean like you always have to pretend to like them and pretend to be in a good mood even if you're not because otherwise whereas if you're sort of not in that kind of role as teacher with the class then you can be more not not not bother so much ((*pause*))
- Charlotte um I don't really think { (cause you do that anyway)}
- Linda {(unint) (become the) public} personality
- Charlotte yeah but there's a little bit of that isn't there ((*pause*)) because you are yes you are if you're in a bad mood you're not going to show it or I mean even if I'm a person teacher I wouldn't go in and say hey I'm in a really pissed off today but I mean there's sides to there's so many sides to a personality isn't there I think that's part of everything not just teaching
- Linda well yes yes {but I mean when you're } your per sort
- Charlotte {not just public and private}
- Linda the teacher distinct persona of
- Charlotte yeah perhaps I'm not very good at doing that sort of the sort of the authority the { (unint) }
- Linda {the person who's got} to organise everything
- Charlotte yeah no I agree with that ((*turns omitted*))
- Charlotte yeah I don't know ((*pause*)) yeah a little bit perhaps not as much as as Linda (FI:433)

It is clear, therefore, that Linda has a very strong sense of a teacher identity that is completely separate and totally different from what we might call her 'everyday' personality, while Charlotte does not make a clear distinction and sees her teacher identity as one side of her personality.

The possible significance of identity separation, or lack of it, can also be seen in an apparently contradictory assertion of Linda's. As we have seen, throughout the interviews, Linda expresses many opinions on the various groups she teaches, but these judgements nearly all concern the progress they make or the ability they show.

Her attitudes towards the various groups she teaches are neatly summarised in her answer to the question about her favourite type of group:

.... evening courses cause you tend to get sort of a group that works well together and works quite hard and is quite jolly and enthusiastic erm what else er I used to quite liked doing the *maestre* ((*primary school teachers*)) when I had that 500 ore because they were a nice little group and I knew that you know they were sort of we had sort of quite a good relationship although I mean that was just nice from the personal level not from you know cause I mean they didn't really learn very much so but I mean it was sort of like you know being with your friends ((*laughter*)) I mean I definitely like it when you've got students who are sort of on the ball and a bit quicker because even if it's a sort of non-faculty non-exam course like for example those ((*name of vocational school*)) courses because we always get people who aren't very good language learners in them hem hem you know I don't like that so much it's I just find it a bit a waste of well not a waste of time but just a bit frustrating and you think oh what you know what am I doing doing this (Linda 1:356)

Linda's comments on the *maestre*, or primary school teachers' group, stands out for the more person-oriented comments, compared to her comments about the other groups. This may seem to be a contradiction, until we consider that the *maestre* are, in fact, fellow teachers. As such, the difference in roles between teachers and learners is at the very least complex, and could be seen to be blurred in this case and therefore Linda may feel less need to invoke her teacher identity. To a certain extent a confirmation of this can be seen in Linda's own words, which suggest a link between orientation and identity:

I mean with the *maestre* group it's different again because they're sort of you know they know that I'm a teacher and I know that they're teachers sort of thing so its just that you know while while they're sitting in the U in the horseshoe and I'm in front then I can tell them what to do sort of thing in fact sometimes they laugh cause I say things like you know you know umm siete delle *maestre* indisciplinate or something like that you know and they sort of laugh because you know they know that next them it's going to be them saying it to somebody else sort of thing (Linda 2:464)

7.3.2 Further evidence for identity

Let us now turn to the other teachers in the study to see if they confirm the possible link between identity and orientation. Because the issue of separate identities arose after the initial interviews with Pam, Tony and Simon, there are no questions in their interviews which are intended to elicit specific data. However, there is evidence in Tony's talk, because he mentions his work as a journalist.

In the following extract from Tony's second interview, I pick up a comment of his from his previous interview where he said 'when I'm a journalist'. On the basis of this, I ask him if he sees his different roles as separate identities:

no no I would would in an ideal world I wouldn't as a student I'd rather be taught by someone who's not 100% teaching you know someone who is or doing academic research or you know be taught the piano by someone who's a concert pianist or you know someone who's not just teaching all the time so if I that's probably what I was trying to say I don't know how I phrased it ((*I read out the phrase*)) ah that was more about lifestyle I think the fact that you know part of the attraction of teaching is to be in the classroom with other people (Tony 2:009)

Like Charlotte, Tony seems to have difficulty in answering the question, probably because he cannot relate to it. I follow up with another question about separate identities and this time Tony replies:

no no not really it's all a mess (I'm afraid) (Tony 2:019)

Tony does not see a separate identity between being a journalist and being a teacher, so it seems unlikely that he sees his teacher identity as a separate persona.

It may also be possible to see some evidence of separate identities in Simon's talk, although the evidence here is much weaker. One comment is the following:

sometimes if I have a very unruly class I have to fight between who I am as a Christian and what I'd like to say and do to them (Simon 1:300)

It may be possible to see this comment as implying a separation between who Simon is as a Christian and what his teacher role requires him to do.

The final data come from Lucy. Because her interview takes place towards the end of the data collection process, I am able to ask her explicitly if she considers that she is herself in the classroom or if she has a teacher persona. She replies:

er I think a teacher ((*exhales*)) erm I try to be myself try to be myself you obviously have a teacher persona because you you're expected to fulfill a role like you're setting up activities and you're saying ok Erica number one you know I mean you've got that but when it comes to ((*pause*)) when it comes to ((*pause*)) what I do I can't I'm Lucy I mean (Lucy 1:331)

Lucy clearly refers to a distinct teacher role here. However, she also says she tries to be herself and that, in fact, she cannot be different to who she is. Her answer would seem to be similar to Charlotte's in that she sees teaching as a different 'mode' (to use Charlotte's word), or a different side of the same identity, but which naturally involves certain behaviours, such as setting up activities, that are typical of being a teacher.

An explicit question will almost inevitably invite a certain type of rationalised answer, so it is necessary to look for further evidence. In fact, Lucy's position is confirmed indirectly by other lines of questioning. One aspect is what Lucy has to say when we discuss teachers bringing their private lives into the classroom. Lucy talks about the difficulties she finds in keeping her private life separate from her teaching:

I find it hard to do that I talk a lot about myself I realise and this could be a weakness too but I realise that I talk a lot about my personal life in the classroom erm cause what you see is what you get ((*laughs*)) yeah and I do I know I do they all know I married an Italian they all know I've got Laura who's got a milk allergy they all know you know the erm all know a lot of them like during the break we'll talk about

things and er I find it but I think if you're if this our type of job I find it hard to to separate my pri maybe it's a need in me I don't know that I need to talk about it too I mean you know there are also our own needs which come into play there I think (Lucy 1:289)

The above extract gives clear indications that Lucy does not see her teacher identity as something separate as she brings her private life into the classroom, and also maintains that 'what you see is what you get', she is herself. Moreover, she says that she allows some of her feelings at least into the classroom:

I might go in and say oh I'm really tired I'm really sorry or something but I want to show them that I'm tired and I know I'm tired I don't want the I don't like I don't like I wouldn't like to teach in a really staccato way I don't I believe in the humanity that's part of communication I think (Lucy 1:239)

That is not to say that Lucy does not keep her emotions under control:

Lucy	I dunno I go in there and like you try to be cheery you try you don't try to bring your problems into the classroom and all the rest of it but you know I mean I'm tired and so they can see they can see when they see me at nine o'clock I'm I haven't slept or something ((laughs))
Sue	but you tell them
Lucy	oh yeah
Sue	that you haven't slept
Lucy	yeah
Sue	you don't pretend
Lucy	I can't though but I don't think I'm not able to do that in in my life in other you know (Lucy 1:348)

Lucy's talk on this subject makes an interesting contrast with Linda, who maintains that a teacher should leave private difficulties outside the classroom:

.... maybe you go in one day and you really don't want to go into the lesson the fact that you're sort of used to going in and being cheerful you do it sort of automatically so it works sort of automatically I don't I mean I don't think that it's very good at all for a student for the teachers to go in and say oh how fed up I am sort of thing because I mean it has a sort of you know bad effect on on on the students I mean you just don't why should why should the students sort of make the

effort if the teacher isn't I mean ok the student's paying and everything and wants to learn but it's just not very polite really (Lucy 2:802)

Two final extracts will serve to further clarify what appears to be emerging as Lucy's position. In the extract quoted above, Lucy says that she cannot segment the various parts of her life. She continues:

I think it's who you are isn't it I find that hard to to I can do it for a while ((laughs)) it's like a psychological thing I can do like if I meet someone you know I'm (oh yeah that's nice) then I think oh god I am who I am and just tough you know if you don't like it (tough) ((laughs)) I can't I I don't know maybe it's a lack of professionalism as well I dunno I try I I having said that like I said when you're setting up activities obviously you are in control and you are taking donning that personality of er er I think that goes that goes with experience as well that's something when I was a more inexperienced teacher I tried very hard to be a teacher and I realised that I couldn't really do it ((laughs)) (Lucy 1:361)

Lucy points to certain things that, as a teacher, she has to do in the classroom that she presumably would not do outside. However, far from seeing these as a separate identity, she goes on to make the comparison with her early days of teaching when she made a conscious attempt to be a teacher. Moreover, experience for Lucy seems to have led to her being more herself. This is confirmed in her final comments towards the end of the interview. I have closed the interview down and invited questions. Lucy has asked if my research is specifically about teacher roles and I say it is about teacher types. We have discussed this a little and mentioned the implications for teacher training. Lucy concludes:

yes exactly this is what I didn't like about the certificate they were trying to make me into a tea a person that I wasn't whereas in the diploma I didn't get that when the certificate I remember I had to be somebody who was a lot more er you know didn't participate so much and didn't give so much I had to be somebody who would like sit back and be cool and I'm not that type of person so you know you get what you you know you are who you are (Lucy 1:708)

Thus, Lucy was very much aware in her early training that she was being made to be a teacher in a way that did not suit her personality. To sum up, while Lucy can clearly point out certain aspects of a teacher identity, she appears to see these as different sides to her personality and not as a separate identity. If there is indeed a link between identity and orientation, then Lucy's position is consistent with the slightly weaker person orientation that she shows in all her talk.

7.4 Conclusion

From the above discussion, and in connection with the data presented in the previous chapters, it can be hypothesised that underlying a teacher's orientation and therefore their beliefs is their conception of what might be called 'role identity'.

Teachers with a strong sense of a separate teacher identity would seem to perceive 'being a teacher' as having certain typical characteristics associated with it. These include such features as authority and knowledge, thus they would tend to be process-oriented. On the other hand, teachers who do not see themselves as having a separate identity appear to be constantly reinventing the characteristics of 'being a teacher' according to the group they are with and therefore focus on their relationship with learners, investing their own personality, or aspects of it, in this relationship. Thus, they would be person-oriented.

Clearly further research is necessary here. However, should the claim being made be verified then it would be quite a strong one, as the implication would be that teachers' beliefs may depend, not so much on teacher education or on previous experience but rather, on whether a teacher has a separate teacher identity or not. This might ultimately require further research in the field of psychology, rather than teacher education in that it would become logical to

ask what causes a person to have a separate teacher identity or not, but this is clearly beyond the scope of this thesis

Although the number of teachers involved in this study is relatively small, it is worth summarising the main findings that have been reported in the last three chapters:

- The teachers in this study can be seen to have coherent personal belief systems and these systems would seem to lead to an orientation towards teaching and learning. In fact, all the teachers in the study can be seen as either person-oriented or process-oriented.
- All the teachers in the study show a clear dominance of one orientation or the other. However, some teachers' orientations are stronger and more marked than others, thus it may be possible to identify sub-categories of orientations. This is a direction for future research.
- From the study reported here, there would seem to be a link between a teacher's orientation and their perception of their teacher identity. Process-oriented teachers appear to see themselves as having a distinct 'teacher persona', which is separate from what we might call their everyday self. Person-oriented teachers, on the other hand, seem to see no such separation and believe that they are themselves in the classroom.
- It is possible to speculate that teacher identity, as defined in this thesis, underlies teacher beliefs and, therefore, orientations to teaching and learning. This is intuitively appealing as it is perhaps commonsensical that teachers with a separate teacher identity have a strong sense of the distinct roles of teachers and learners that enable them to function effectively as teachers by orienting to process. Person-centred teachers have no such separate identity and therefore roles and identity are negotiated by all the parties involved in the classroom. Moreover, this negotiation is on-going and has to be renewed with each new group of learners.

All the points listed here have clear implications for teacher training and education and these will be discussed in chapter 9

Having described the belief systems and orientations of the teachers in the study, it is now necessary to turn, albeit rather briefly, to the effect that beliefs may have on classroom interaction. This will be investigated in the next chapter.

3.1 Introduction

The main focus of the research described here has been to investigate if it is possible to identify coherent personal belief systems among NQOL teachers and the findings have sought to categorise these personal belief systems in terms of two dominant orientations. A strong connection with classroom interaction has been made, a detailed study of the possible effects of beliefs on classroom interaction goes beyond the scope of this thesis and therefore this chapter merely represents an initial exploration of how belief systems may affect classroom interaction and aims to indicate possible directions for future research in this area.

3.2 Teacher orientation and classroom interaction

In chapter 2, during part two, discussion of the possible effects of the two orientations on classroom interaction began. In chapter 3, the effects of the two orientations on classroom interaction are discussed in more detail.

3.2.1

Chapter 3, section 3.2.1, discusses the possible effects of the two orientations on classroom interaction. It is argued that the two orientations have different effects on classroom interaction and that these effects are related to the two orientations.

Chapter 8

Teacher Orientation and Classroom Interaction

8.1 Introduction

The main focus of the research reported here has been to investigate if it is possible to identify coherent personal belief systems among ESOL teachers and this thesis has sought to characterise these personal belief systems in terms of two dominant orientations. Although connections with classroom behaviour have been made, a detailed study of the possible effect of beliefs on classroom interaction goes beyond the scope of this thesis and therefore this chapter simply represents an initial exploration as to how belief systems may affect classroom interaction and aims to indicate possible directions for future research in this area.

8.2 Teacher orientation and classroom interaction

A relevant starting point for the discussion of the possible effects of the two orientations on classroom interaction would seem to come from two entries in my research diary, immediately following two observations of Linda and Charlotte.

9/2/00

Observed Charlotte. It's interesting how she and Linda give totally different interviews but their lessons are so similar in so many ways – an hour on the book, half an hour on an extra activity

12/2/00

It's interesting how v. similar lesson plans carried out by 2 teachers with totally different beliefs actually lead to formally similar lessons but with v. different class atmospheres

These extracts lead to the question: given that we have lessons by two teachers with fundamentally different beliefs about teaching and given that, at first glance, these lessons are very similar in their overall organisation and methodological approach, what is it that makes the 'class atmosphere' so different?

In order to answer this question, one lesson for each teacher will be analysed at different levels in order to show that the differences lie in the interaction patterns that the two teachers set up in their classrooms. It will then be suggested that the differences in the interaction patterns are a result of the orientation of the two teachers.

8.2.1 Methodological similarities

The two lessons are part of the general English evening courses, mentioned previously (see chapter 4), organised by the university language centre in Italy. The learners are adults and the majority are university students from different faculties though there are few local people from the town. The lessons last 90 minutes. Charlotte's group is elementary level whereas Linda's group is intermediate. Interestingly, both teachers are using a course book¹⁶(which they chose) at a level lower than the group the learners had been assigned to.

At the most general level, both lessons are organised into four very broad phases:

- An initial introductory activity. Charlotte's initial activity is an impromptu discussion about university courses in the UK and in Italy as one of her learners had taken a university examination that day. Linda's

¹⁶ English File 1 by (OUP) for Charlotte and True to Life pre-intermediate (CUP) for Linda.

is a warm up activity, whereby learners have to write down as many words as they can think of beginning with D.

- The main part of the lesson, based on work on the textbook, mainly grammar work.
- A 'lighter' activity, for about 30 minutes. In Charlotte's lesson, this is a game, whereas in Linda's it is watching a video.
- Closing remarks, organising homework and saying goodbye.

In the main part of the lesson, the textbook work, both teachers (and textbooks) follow a broadly PPP methodology. This part of the lesson can also be broken down into its constituent phases, and again there are striking similarities.

- Teacher-class discussion by way of introduction to the unit in the textbook that is the focus of the lesson. However, there is a difference here. Charlotte's textbook unit focuses on the present simple for routines and the exercises are organised around two characters, Suzy Stressed and Henry Healthy. Charlotte introduces the unit by asking her learners if they are stressed or healthy and why. Thus she starts by personalising the textbook and trying to bring it closer to her learners' own experience. Linda, on the other hand, is working on a unit that involves learners trying out different ways of learning grammar rules, both inductive and deductive. They then have to apply the rules they have learnt, for example *such* and *so*, in practice activities. The introductory discussion concerns different learning styles and focuses on the best way for children to learn. It is therefore more abstract.
- A mixture of textbook activities and feedback.
- A short impromptu lexical/grammar explanation based on a learner difficulty.

One fundamental difference at this level of analysis lies in three discussion phases interspersed with Charlotte's textbook work, of which at least two were

definitely impromptu and the other probably was. Moreover, one was actually initiated by the learners and will be discussed further below.

The final aspect of the similarities between the two lessons lies in the classroom organisation used by the teachers. To examine this, the number of changes in classroom organisation that took place during the lesson was counted. This meant that for each activity there could be more than one type of organisation. Teacher instructions to the class followed by pair work were counted as one example of teacher-class and one example of pair-work. The percentage of the total for each form of organisation was then calculated. I make no claim for any statistical validity here as the calculation is very approximate, but I feel that it gives an overall idea of the types and proportion of organisation that the teachers were using and is sufficient for the purpose of this discussion. The results are summarised in the tables below.

Table 8.1 Distribution of forms of classroom organisation in 2 sample lessons

Linda		Charlotte	
teacher-class	58.3	teacher-class	61.4
pair work	25.0	pair work	23.1
learners-hardware	8.3	learners-hardware	7.7
individual	4.2	learners-learners	3.9
teacher-pairs	4.2	groups	3.9

It is clear from these tables that around two thirds of the instances of classroom organisation in both lessons was taken up by teacher-class interaction and a quarter by pair work. Both teachers also had two phases of 'learner-hardware' (learners listening to a cassette player or watching a video). Other forms of organisation included learners talking amongst themselves (during Charlotte's initial discussion) and the teacher giving feedback to pairs on the sentences they had prepared, as well as individual work (when Linda's learners wrote

down the words beginning with D) and group work (during Charlotte's final game).

From the above it can be seen that the two lessons were methodologically and organisationally very similar. This is probably to be expected. Both Linda and Charlotte are trained to Diploma level and the lessons are what might be thought of as fairly typical Diploma type lessons. This would seem to indicate that the effects of teacher training are lasting and can dominate over teachers' individual beliefs *at this level of analysis*. However, this does not capture the difference in 'atmosphere' that was clearly discernable in the two lessons. In order to account for this, it is necessary to take the analysis to a deeper level.

8.2.2 Interactional differences

In order to carry out a more detailed analysis, two extracts, one from each lesson, will be analysed.

The two extracts (printed in Appendix I) have been selected because they are relatively comparable. In both extracts the learners are about to do an exercise in which they are asked to describe pictures and which is a direct follow-on from the activity that the learners have just completed. Charlotte's group have just completed an exercise where they have to match phrases describing daily routines with pictures about Suzy Stressed's day. They are now about to use the phrases to describe the pictures orally. Linda's class has just completed an exercise where they have to experiment with different ways of discovering grammar rules (inductive and deductive). Now they have to apply the rules they have learnt for *so* and *such* to describe pictures. In both extracts, the teachers use the technique of doing an example teacher to class before the learners are asked to continue the exercise in pairs. Both extracts start with the teacher's framing move 'ok' indicating the closing of the previous activity and moving on to the next activity and both extracts end with the move to pair work. They are also reasonably similar in length.

The first impression that the extracts give is that, overall, Linda's interaction is somehow 'smoother', following a clearer IRF pattern (Sinclair and Coulthard, 1975). Charlotte's extract is 'messier'. IRF is rarely a straightforward 3-part exchange and there tends to be much negotiation, with lengthy insertion sequences before arriving at the final F-slot. Moreover, the form that the teachers' I and F slots take is fundamentally different. Some examples should illustrate this clearly.

8.2.2.1 Initiation

The way that the teachers elicit from the learners in order to complete the descriptions of the pictures is very different, as the following examples show:

Example 8.1

001	Linda	ok?
002		((1))
003	Linda	right then let's have a look we'll do
004		this one together and this one together and
005		then I'll let you do this one and this one by
006		yourselves ok so this one ooh look what's
007		happening ((<i>holds up book</i>)) what
008		vocabulary do we need una festa eh?
009	Simona	a party
010	Linda	a party and what adjective do we need

Example 8.2

093	Charlotte	good at erm eight thirty .. and er Simone
094		picture E
095		((3))
096	Simone	she:: ... gets
097	Charlotte	good yeah she gets to work
098	Simone	she gets to work at er five to nine
099	Charlotte	good

In particular, what is noticeable here is the way in which Linda elicits language from her students. She uses a pattern of proffering repeated elicitations moving from a more open question to a very narrow one where the learner is often required only to supply one word as an answer. Moreover, these initiations are then put together in a sequence in order to gradually build up the vocabulary necessary to describe the picture using the target grammar point (lines 006-

054). In fact, once Linda feels that her learners are ready, the elicitation to obtain the target sentence can be more open.

Example 8.3

055	Linda	right using so let's do a sentence with so
056		first what what will it be?

Charlotte on the other hand, asks the learners to simply describe the pictures, leaving the answers relatively more open and therefore increasing the possibility of the need for correction and negotiation. Clearly, Charlotte's learners are being left freer to experiment and use the language (albeit in a controlled manner) and in fact their answers tend to be longer and relatively more complex and we have evidence of them experimenting, as the following example shows:

Example 8.4

066	T	and er Nino C
067	Nino	er she don't er aspetta mi fai provare she
068		don't er er ah she don't not has er breakfast
069	T	ok and erm
070	Nino	or she hasn't breakfast

On the other hand, Linda is giving her learners a lot more support, initially scaffolding their answers and then gradually removing the scaffolding as she feels they are ready to use the language alone.

Moreover, it is also noticeable how the teachers assign turns differently. Linda hardly ever nominates a particular learner to speak. Again, this contributes to the 'smoother' interaction in Linda's extract as the learner who self-selects is more likely to proffer a correct answer, thereby allowing a simple 3-part IRF sequence to take place

Example 8.5

020	Linda	who is it
021	Catia	somebody knocked the the door
022	Linda	somebody yeah knocking at the door but
023		who is it probably

024 Catia er un vicino
 025 Linda ((*laughs*)) the neighbour ok

In fact, not nominating is a conscious policy in Linda's part, as she explains in an interview

no I don't nominate I mean if you ask them sort of solicit them a sort of class thing like you know is she a good driver or something like that (well I mean) no I mean because I'm not really interested in the answer I just want them to participate I mean you know amongst all the 14 people or whatever somebody's going to give you the right answer so you pick up on that it doesn't really matter who it comes from (Linda 3:063)

Charlotte, on the other hand, nearly always nominates a particular learner to answer. The advantage of this is that all the learners are given a chance to participate, but the risk is that the nominated learner has difficulty in answering the elicitation. This happens with the first three learners that Charlotte asks to describe the pictures. For example,

Example 8.6

052 Charlotte ok so she gets up late er picture B e::::r
 053 Federica
 054 ((1))
 055 Federica ermm ... er
 056 ((2))
 057 T sorry cause you {you didn't (unint)}
 058 Federica { aspetta er } she
 059 make a erm no she go?
 060 T yeah { she }
 061 Federica {(unint)} she go=
 062 T =she has {a shower}
 063 Federica { she has }=
 064 T =she has a shower
 065 Federica she has a shower shower

In this example, the teacher calls on Federica, who clearly has difficulty in answering. The teacher realises that the learner had been absent the previous lesson and therefore missed the introduction to the target grammar point. Federica decides she wants to try to answer anyway. As her difficulties continue the teacher finally supplies the answer herself, which Federica repeats.

The result of this, and of similar episodes with Mirco (lines 42-52) and Nino (lines 66-90), is the need for extensive negotiation of meaning and repair sequences. This means that the interaction proceeds much less smoothly, but, by using this technique, Charlotte is perhaps ensuring a more equal distribution of turns and avoiding domination by certain learners. Moreover, these extended sequences also give the learners an opportunity to negotiate their answers and, according to research (see for example Long, 1985; Pica, 1987), this could have a positive effect on their second language acquisition. We will return briefly to negotiation of meaning in section 8.2.2.5 below.

In terms of the two orientations, the way that Linda keeps control over the interaction could be connected to her process-orientation. By scaffolding the learners' answers, she is ensuring that the interaction moves forward and that the lesson progresses smoothly. Moreover, controlling the interaction can be seen as part of her given teacher role¹⁷, something she is expected to do. Charlotte, on the other hand, as a person-oriented teacher, could be expected to give more space to her learners and not be so concerned with progress through the lesson.

8.2.2.2 Teacher follow-up

Like their initiation slots, the patterns that the two teachers use in their Follow-up moves would also seem to be significant.

Both teachers are quite sparing in their explicit evaluations. Charlotte uses 'good' just at the end of her extract (line 093) and neither teacher uses explicit negative evaluations. Both favour the technique of accepting the learner's contribution by saying 'yes' or 'ok', whether that contribution is correct or not. Although such F-slots are clearly evaluative (Cullen, 2002), the fact that the teachers tend to use *yeah* or *ok*, rather than explicit evaluation, could be more

¹⁷ At an anecdotal level, I have used these extracts in in-house teacher training sessions and Linda has been described as 'more like a teacher' and 'a leader'. Charlotte has been described as 'more personal' and 'more relaxed'.

encouraging to learners (Nassaji and Wells, 2000), something that both teachers express concern with in their interviews, as we have seen.

Linda's F-slots again tend to follow a pattern and often consist of three elements – she accepts the answer (*ok, yes*), sometimes repeats it and then elaborates on it, thereby giving the learners some more information about the language. This could be seen as consistent with her process-orientation, according to which part of her role is have knowledge about the language and to transmit this knowledge to the learners. For example:

Example 8.7

015	Mirco	ah no loud loud
016	Linda	loud yes it's an adjective we can say loud
017		or we can say noisy ok?

Charlotte's F-slots tend to have only two parts. She also accepts the learners' answers (*yeah, ok*) and then gives the complete answer, which is sometimes repetition, but more often it is the completion of a partial answer. In fact, Charlotte rarely insists that the learners produce the answer that she wants, or indeed a complete answer. She will use her F-slot to supply the correct version for the learners, as happens in line 52 below:

Example 8.8

042	Charlotte	Mirco, can you tell us picture A
043	Mirco	uhu (unint.) get up er late
044	Charlotte	yeah tell us (with) Suzy Stressed,
045	Mirco	Suzy's stressed because er she get up late
046	Charlotte	she,
047	Mirco	er ... cos'e' .
048	Charlotte	ss
049	Mirco	get vuole S
050	Charlotte	yeah she gets
051	Mirco	gets si si yes
052	Charlotte	ok so she gets up late er picture B e::::r
053		Federica

As a person-oriented teacher, it may be that Charlotte is less concerned with eliciting correct answers from the learners than with creating a positive atmosphere by getting their participation but not insisting on accuracy. The

learners are given the input via her modelling the language for them, without further explanations.

The result of these differences is that Linda's I- and F-slots involve far more teacher talking time and fewer opportunities for the learners to produce language. On the other hand, her learners are being exposed to more language and are being given more information about it than are Charlotte's learners.

8.2.2.3 Correction

Possibly connected with Linda's tendency to add extra information about the language in her Follow-up slots and to use metalinguage to do this, is her use of metalinguistic feedback in correction. The following is an example:

Example 8.9

076	Giuseppe	he ... he
077	Matteo	it was a=
078	Catia	=it was a
079	Matteo	such loud par{ ty }
080	Catia	{such} loud and noisy party,
081		((2)) ((<i>sound of chalk</i>))
082	Catia	that er
083	Linda	that the neighbour complained right it was
084		such loud party um something's missing
085		what's missing

This type of correction is absent from Charlotte's lesson and could be explained by Linda's concentration, as a process-oriented teacher, on the language itself as subject matter. As process-oriented teachers are focused on knowledge of the language and on its transmission, this may lead to a tendency to treat the subject matter in a more abstract way, as something to be studied as well as to be used for communication.

8.2.2.4 Discussion

Charlotte's extract can clearly be divided into two parts, with the first part consisting of a discussion that is initiated by the learners themselves. In line 001 the teacher's 'ok' would seem to be what Sinclair and Coulthard (1975) call a

framing move, that is, a move with the purpose of signalling the closing down of the previous activity and moving on to a new activity. However, two learners respond to it as a genuine question and the teacher takes up their response:

Example 8.10

001	T	ok?
002	M	no
003	Mirco	no
004	T	no it's not ok ((<i>laughs</i>)) why why not

This is followed by a series of exchanges that, at least until line 24, resemble, to some extent, natural conversation. In line 25 there is a shift as the teacher decides to use the reasons the learners have identified as to why Suzy is stressed in order to carry out some language practice and production. This is clearly controlled by the teacher but is carried out in a meaningful and personalised context. Therefore her questions are referential (Banbrook and Skehan, 1990) and her F-slots are discoursal rather than evaluative (Cullen, 2002), as she reacts to the content of the learners' responses.

Example 8.11

025	Charlotte	yeah ... yeah ... do you erm do you
026		smoke?
027	Mirco	no
028	Charlotte	nobody?

One final point to note is that learners, by initiating exchanges, can be seen to be responsible for the first 39 lines of Charlotte's extract. Moreover, lines 70 to 90 are also a result of a learner initiating an exchange. So in fact, 59 lines out of a 103 line extract could be said to be a result of the teacher taking up what learners themselves have asked for or signalled that they want (see Garton, 2002 for a discussion of the positive effects of learner initiative).

These aspects of Charlotte's extract could be connected to her person-orientation. Firstly, her concern with people and relationships might explain why her discussions tend to be personalised and why they focus on the

learners' own experiences. Secondly, her acceptance and encouragement of learner initiative could be the result of a person-oriented teacher's desire to satisfy the learners' wants as, by taking the initiative, learners are effectively directing the interaction in such a way that it responds more closely to what they perceive as their needs.

8.2.2.5 Negotiation of meaning

There is evidence of learners negotiating meaning in Charlotte's extract, although this is absent in Linda's lesson. For example, Mirco's clarification request, followed by his confirmation check as he negotiates the correct answer to his initial utterance:

Example 8.12

045	Mirco	Suzy's stressed because er she get up late
046	T	she,
047	Mirco	er ... cos'e'
048	T	ss
049	Mirco	get vuole S
050	T	yeah she gets
051	Mirco	gets si si yes

This may be considered unsurprising, given the more open interaction that tends to take place in Charlotte's classroom. Clearly, the freer the learners are, the more they are likely to require negotiation of meaning in order to reach a mutually satisfactory outcome to the interaction sequence. Again, this could be seen as a result of Charlotte's person-orientation, as discussed in section 8.2.2.1 above.

This chapter has given a very brief overview of some of the interaction patterns that these two teachers use, which I would suggest lead to two very different lessons. It has also indicated some possible areas for further research designed to investigate the possible links between teacher beliefs and classroom interaction.

Chapter 9

Theoretical principles and Practical Outcomes

9.1 Introduction

The previous chapters have presented a detailed analysis and discussion of the data and have taken the first steps towards identifying areas for further research into the links between teacher beliefs and classroom interaction. It is now necessary to return to the initial research question and to the overall field of research into teacher beliefs to examine the contribution that this thesis has made, before finally looking at the practical implications of the findings.

However, any final evaluation must take into account the inevitable limitations of the study. Firstly, the number of teachers involved is very small. Clearly further research is necessary with a greater number of teachers. In addition, all the teachers are native speakers of English and of British origin and most are very experienced and highly trained. Although Tony is an exception here, the data from him are rather limited. Finally, all the teachers in this study are trained and are working in a western European context, where access to materials and resources is relatively easy and learner characteristics could be seen as similar. For the purposes this project, the focus on a group of relatively homogenous teachers means that certain characteristics that may affect belief systems, such as nationality, can be discounted. However, further studies using a wider variety of teachers in terms of both origin, training, experience and work context are would make it possible to explore the extent to which the findings are transferable to other contexts (Lincoln and Guba, 1985:289-331).

Moreover, like all research, this study has raised more questions than it has answered. These include

- a. Can the two orientations be refined further? Are there identifiable sub-orientations within the main ones?
- b. Is a teacher's orientation stable over time or can it change during their career?
- c. What are the factors that influence whether teachers have a separate teacher identity or not?
- d. What exactly is the nature of the relationship between teacher beliefs and classroom interaction?

These are all issues that most certainly merit further research.

Given the relative newness of the area investigated here and the limited amount of previous research that has been published, the next section will set the findings of this thesis against the background of some of the other studies already mentioned in chapter 2. The discussion will show how a definite picture is beginning to emerge in the field and how the research presented here has contributed to this greater clarity.

9.2 Theoretical principles

Before looking at the practical implications of the research presented here, it is necessary to return to the question that provided the starting point for this study, in order to examine the extent to which it has been answered:

Do teachers of ESOL have an identifiable and coherent system of beliefs about teaching and learning that may account for different approaches to teaching?

The data presented in chapters 5-7 show the ESOL teachers in this study hold beliefs across a wide range of areas concerning teaching and learning. As already mentioned briefly in chapter 2, most of these areas have already been

identified in previous studies too. However, where the present study goes one step further is in identifying how it may be possible to see teacher beliefs in all these areas as cohering into either a person or a process orientation. The two orientations can therefore offer simple but powerful constructs. Some examples should illustrate this.

Burns (1992) identifies five major areas of teacher beliefs about the role of written language in teaching beginners:

- a. The nature of language - whether it is represented as communication or as a system.
- b. The relationship between spoken and written language; that is, the relative emphasis that should be given to each of the four macroskills.
- c. The nature of language learning and relevant learning strategies.
- d. The learners – references to their ability, level and other characteristics.
- e. The nature of the language classroom and the teacher's role.

To a greater or lesser extent, all these categories feature in the discussion of the data in the present study, including those that would appear to be more closely dependant on Burn's specific research question, such as point b. Points d. and e. were seen to be particularly important in defining the orientations. Interestingly, the nature of language learning was shown in section 6.2 to be one area where the teachers in this study expressed similar beliefs and was therefore not significant in distinguishing the orientations. Given that this is a distinct category, not only in Burns (*ibid.*) but also in other studies cited below, and that therefore teachers may have different beliefs about how languages are learnt, it may be that these do not affect a teacher's orientation. The logical conclusion would be, perhaps paradoxically, that beliefs about how languages are learnt do not affect approaches to teaching at the deeper level of, for example, interaction, although they may play a role in determining the method used. This is certainly an aspect that requires further research.

In looking at how teacher beliefs affect classroom interaction, Burns (1996) identified three interacting 'contextual levels' around which teacher beliefs can be seen to cohere: the institutional context, the classroom context and the instructional level. The institutional context refers to teachers' perceptions of the institution's norms and philosophies. In the current study, this macro level has been somewhat neglected. Charlotte did change jobs and institution during our collaboration but this did not appear to have a fundamental effect on her beliefs. The implication is that the institutional level may not be so influential on teacher beliefs as other aspects, but again this is an area for further investigation.

The classroom context includes the subcategories of the nature and characteristics of learners, the nature of classroom learning (including learner roles) and the nature of language in the classroom. The instructional level refers to planning and to such areas as tasks, materials and classroom management. Most of the subcategories in both of these contextual levels can be seen in the description of the two orientations in chapter 6 and are important in defining their characteristics.

In another relevant study, Breen (1991) found seven 'pedagogic concerns' in three main areas that could be used to describe the pedagogical principles underlying teachers' practice:

- a. Focus on learners - learner's affective involvement, learner's background knowledge, learner's cognitive processes.
- b. Focus on subject matter - concern with language as usage, concern with language as use.
- c. Focus on the teacher - concern with guidance, concern with management of lesson or group.

Breen et. al. (2001) also looked at pedagogical principles and identified five superordinate categories:

- a. How a learner undertakes the learning process.
- b. Attributes of the learner.
- c. How to use the classroom and resources to optimise learning.
- d. Subject matter
- e. Contributions made by role of teacher

All the categories in these two studies can be seen to overlap to some extent with those discussed in this thesis and can therefore probably be accounted for by the two orientations.

Finally, Meijer et. al (1999) and Verloop et al. (2001) found that a teacher's practical knowledge related to the teaching of reading comprehension was made up of knowledge in six main areas:

- a. Subject matter
- b. Students
- c. Student learning and comprehension
- d. Purposes (goals for teaching)
- e. Curriculum (texts and materials)
- f. Instructional techniques (design preparation and structure of lessons)

Although the studies reported above are generally concerned with different areas of language teaching and vary in the specificity and emphasis of the research questions investigated and in their informants, overall the categories are strikingly similar to each other and to those which emerged in the present study. In fact, the categories used to describe the two orientations can be seen to cover nearly all the areas identified in the previous studies mentioned and this can be explained by the wider scope of this thesis.

The overall similarities in the categories developed across a variety of studies is perhaps unsurprising, given that most of the concerns of language teachers are likely to be broadly similar whoever or wherever they are. However, the fact

that teachers' personal belief systems, as identified in this thesis, can be seen to include aspects identified in a variety of previous studies would seem to suggest that we now have a fairly well-defined and limited number of areas on which future studies of teachers' beliefs can focus.

Most previous studies have concluded that it is not possible to identify a shared set of beliefs that can define the teaching profession as a whole, or even TESOL, and that teacher beliefs are ultimately individualised and context dependent. The current research would seem to confirm this conclusion in that each teacher in the study can be seen to have their own complex, personal network of beliefs that informs their approach to teaching. However, unlike most previous studies, it has been shown here how the personal belief system of the teachers in this study can be seen to cohere into one of two basic orientations. Further research is necessary to show if this is common, at least to ESOL teachers and possibly to teachers from other subject areas.

That the two orientations may be more generalisable than can be justified by the current study alone has already been hinted at in chapter 2, where the studies by Meijer et. al (1999) and Samuelowicz and Bain (2001) were described. Both of these studies concluded with a similar broad grouping of teachers. Thus, Meijer et. al (ibid.) divide teachers into

- a. subject-matter oriented teachers
- b. student-oriented teachers
- c. student-learning oriented teachers

while Samuelowicz and Bain (2001) divide their seven orientations into two very broad groups: teaching-centred teachers and learning-centred teachers.

The research questions in both Meijer et. al (ibid.) and Samuelowicz and Bain (ibid.) were fundamentally different to the one posed in this study. The former was concerned with the practical knowledge of language teachers about teaching reading comprehension to 16-18 year-olds. Their informants were

Dutch native speakers and included teachers of Dutch as a first language, modern foreign languages and Latin. The latter investigated the way in which academics conceptualise teaching and learning. In spite of these differences, there is a fundamental similarity in the orientations identified in these studies and in the research presented in this thesis.

It is also interesting to note that the categories that Samuelowicz and Bain (*ibid.*) used to develop their orientations are in many ways different to those listed in the other studies discussed above. The main differences lie in the greater emphasis placed on knowledge and can perhaps be explained by the presumably different nature of their informants (academics rather than teachers), the nature of the university context, and possibly by the fact that they were not concerned with language teaching. However, it is significant that, in spite of the different belief dimensions, the orientations are actually quite similar.

Taking the insights that the current study has offered, together with the two studies mentioned above, would seem to suggest that person- and process-orientations constitute a model that can be used to cut across both context and individuals. Should further research show this to be the case, then the two orientations described in this thesis may provide not just conceptual clarity but a practical tool to enable better understanding of the roots of teachers' work, their representation of it, and the ways in which they interpret it.

It is, of course, possible that a teacher's orientation might change during their career. Huberman (1993), for example, identifies five different stages in the careers of secondary school teachers, linked to the number of years in the profession.

The teaching experience of the teachers in the current study ranges from their first year of teaching through to over twenty years of experience. This range

covers three of Huberman's (ibid.) five stages, but the research presented here is not a longitudinal study and, while the orientations can be seen to cut across years of experience, further studies are necessary to investigate whether they change over time and what may cause such changes.

I would argue, however, that given the apparent pervasiveness of the orientations identified in this thesis, it seems likely that they are relatively stable over time and this makes them a potentially powerful model for teacher education¹⁸. For this reason, the thesis will conclude with a consideration of the practical implications of the present study for teacher education.

9.3 Teacher orientation and teacher education

It is indisputable that teachers' beliefs affect their perceptions, interpretations and judgments and therefore have a profound influence on their classroom practice (Clark, 1988). Research on teacher beliefs has important implications for teacher education because:

By uncovering the kinds of knowledge and beliefs that teachers hold and how they express these through the meaning that they give to their work, we may come to know the most appropriate support we can provide in in-service development. (Breen, 1991:232)

'Appropriate support' is increasingly coming to be seen as helping teachers to become aware of their beliefs. This means making the teacher, and not methods or materials, central to teacher development (Freeman and Johnson, 1998). Burns (1992:63-46), for example, calls on teacher education to provide:

opportunities for teachers to raise to consciousness the nature of personalised theories which inform their practice While teachers do not necessarily regard what they do as 'theory', one of the useful roles for teacher education may be to find ways in which teachers can

¹⁸ For the purposes of this thesis, I will not make any distinction between teacher education, teacher training and teacher development, although I am aware that in most contexts it is perhaps not appropriate to consider them synonymous.

articulate and reflect upon what beliefs motivate the interactions they set in train in the classroom.

While Johnson (1992:101) points out that:

The raising of teachers' consciousness about the cognitive dimensions of teaching encourages what Schon (1983) described as "reflective practice" (p.12), or the use of conscious reflection about what teachers do as a means of enabling them to become aware of how their tacit knowledge shapes the way they understand and act upon information in the classroom

Teacher education programmes should provide a safe and supportive environment in which teachers can explore what they believe and the ways in which this affects how they teach (Johnson 1994:451).

However, while many studies underline the importance of research for teacher education, few go beyond the general recommendations outlined above. The next section will look at some practical ways in which the orientations may be useful in teacher education.

9.4 Using the orientations in teacher education

Given the complexities of teacher beliefs and their apparently individualised nature and context-dependency, it is hardly surprising that, as Freeman and Johnson (1998:401) point out, language teacher education is lagging behind developments in research. It would clearly be impractical for teacher educators to work at such an individualised and complex level that some research seems to suggest might be necessary.

Although this thesis has offered only an initial outline of the two orientations and more research is necessary to refine the concepts further, I believe that they offer a simple but effective framework for teacher educators and teachers to work with. Although on a purely anecdotal level, I had an indication of this

when I used the classroom extracts from Appendix I, together with the audio recordings, with two very different groups of teachers.¹⁹ On both occasions, the teachers were evenly divided according to whether they identified with Linda or with Charlotte. This seems to suggest that the teachers present were also oriented either to process or to person and that this was the filter through which they were interpreting the extracts.

The remainder of this section will suggest ways in which the two orientations might be used in teacher education programmes. The discussion below is limited to considerations for teachers with at least some classroom experience, as I do not feel that the study reported in this thesis provides enough data on pre-service teachers to merit any definite suggestions at that level. However, this is not to say that what follows is not relevant, or cannot be adapted to pre-service teachers too.

In order to work with their orientation, teachers would firstly need to be made aware of it. This is not as straightforward as it may seem, because, as we saw in section 6.13, any abstract characterisation of the orientations is likely to find teachers agreeing with most of the key aspects of both. Thus, a more indirect approach is required using both self- and other-oriented inquiry (Borg, 1998b). Three steps would seem to be indicated.

Firstly, teachers would need to answer questions which are effective in revealing their orientation in an indirect way. Section 5.1 gave an indication of questions that are useful to this end, for example:

- What do you feel your strengths are as an ESOL teacher?
- What do you feel your weaknesses are as an ESOL teacher?
- What is the most rewarding aspect of teaching for you?
- What is the hardest aspect of teaching for you?

¹⁹ In a conference presentation 'It's not what you do; it's how you say it' given at the 37th International IATEFL Conference, Brighton, 22-26 April 2003 and as part of a teacher development seminar on classroom interaction with a group of Italian EFL teachers.

- How would you define effective teaching?
- In your opinion, what constitutes a successful lesson?
- What do you think are the qualities of a good teacher?
- How do you see your role in the classroom?
- What roles do you expect learners to take in your classes?

Other possible questions that might also prove useful could be:

- What aspects of your previous teacher training experiences did you find most memorable?
- Can you describe one particularly good experience you've had as an EFL teacher, and one particularly bad one?
- What do you look for in a textbook?
- How do you decide what you will teach in a particular lesson?
- Are there any particular activity types you tend to favour? or try to avoid?

Whilst it may be preferable to ask these questions as part of an individual, audio-recorded, oral interview, it would also be possible, if time constraints are an issue, to administer an open-ended questionnaire. It is important, however, for teachers to answer individually and as spontaneously as possible.

In order for teachers to interpret their answers, they would first need to be introduced to the concept of the two orientations and this constitutes the second stage. In order to gain a thorough understanding, the most appropriate approach is undoubtedly through the analysis of real data from paradigm cases.

The use of lesson transcripts in teacher education to raise teachers' awareness is well-documented by such researchers as Cadorath and Harris (1998), Cullen (1995, cited in Borg 1998b) and Thornbury (1996). Thornbury (*ibid.*), for

example, shows how lesson transcripts can be used to make teachers aware of the extent to which their classrooms are communicative.

However, the use of transcripts need not be limited to classroom data, but can be extended to interview data too, as Borg (1998b) shows. Moreover, Borg also explains why it may be useful to use data from others, before reflecting on one's own beliefs:

.... teacher development activities which draw upon vivid portraits of teaching and teachers to be found in research data can provide an ideal platform for the kind of other-oriented inquiry which facilitates self-reflection. (ibid.:273)

Thus, the best way to make teachers aware of how their beliefs cohere into one of two orientations would be through activities which lead to the analysis of interview and classroom data from other teachers, illustrating the characteristics of the two orientations as clearly as possible.

Once teachers have been made aware of the key characteristics of the two orientations and how these may be revealed in the way that teachers talk about teaching and learning, they should be able to go back to their own questionnaires or interviews and identify their own orientation.

The question then naturally arises: once teachers have identified their orientation, how might it be useful to them?

Borg (1998b:281) answers this question very succinctly:

By allowing teachers to function as data analysts in the study of other teachers' – and ultimately of their own – behaviours and beliefs, such activities can promote a more holistic form of self-reflection than those based solely on the behavioural analysis of teaching. In addition, these activities make authentic data about teaching accessible to all teachers, strengthening the often tenuous links between research and teacher development, and creating in teachers an awareness of the contribution

which research in their own classrooms can make to their professional growth.

By working with an awareness of their own beliefs through the two orientations, teachers have an effective means to help them gain insights into their own teaching, into how they give meaning to what they do and the reasons that underlie their practice.

However, although many teacher education programmes now include elements of reflection and action research, they are still basically prescriptive, telling teachers how they should teach, without really taking into account who they are as teachers and as people. As reported in chapter 2, not only is this unlikely to be effective, but it can be fundamentally undesirable too. Nunan (1988:174, cited in Hayes, 1996) points out that language teaching:

...has also been at the mercy of numerous applied linguists who have foisted their frequently untested or inadequately tested theories on the profession. This has led to a number of undesirable outcomes. Instead of a cautious programme of research and development, the profession has been characterised by a series of fads and fashions.

All too often teachers are presented with new ideas to put into practice, and these may cover anything from basic how-to techniques to patterns of classroom behaviour. However, it is inevitable that how teachers interpret these ideas will depend on their own personal belief systems. Once teachers are aware of their beliefs, then they will be more able to reflect on new ideas and make principled decisions as to how these fit into their existing teaching or indeed, if they do.

This approach means a shift in teacher education as it is necessary to help 'teachers understand practice rather than dictate practice to them' (Meijer et. al, 1999:81). Thus, such concepts as 'best method' are abandoned in favour of supporting teachers in 'becoming the unique and best teacher it is in them to be' (Underhill, 1992:71) by accepting the idea that 'best teaching' is 'the

individually best-next-step for each teacher' (Edge and Richards, 1998b:571) because:

The most appropriate way for a person to teach is exactly the way that person does teach, provided that he or she is committed to this process of exploration, discovery, and action. (Edge, 1996:18)

By becoming aware of their orientations, teachers would then be able to use this information as a framework within which to investigate and understand by answering such questions as: 'What do I do in my classroom?' 'Why do I do it?' 'Am I (and only I) happy with what I do?' 'If not, what do I want to change and how can I change it?'

Therefore, the role of teacher education should not end with making teachers aware of their beliefs, but should then move towards supporting teachers in their own investigations through, for example, programmes based on action research projects (Burns, 2003, Edge, 2001).

Action research can be defined as:

Teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning, and to bring about change in classroom practices. (Richards and Lockhart, 1994:12)

There is no space here to give a detailed account of action research (but see, for example, Edge, 2001), but it would seem to offer the most suitable approach to teacher education centred on teacher beliefs and orientation, in that it enables each teacher to investigate, in a principled and systematic way, their own beliefs and practice, taking into account their own professional context. This process allows teachers to develop towards being the best teacher they can be and to make changes in their practice, if these are felt to be appropriate.

On the basis of their orientations, teachers could choose the aspect of their teaching situation that they wish to investigate. They may continue to focus on characteristics associated with their orientation. For example, a person-oriented teacher may choose to investigate the most effective ways of giving learners space in the classroom, while a process-oriented teacher may prefer to examine which activities are most useful to learners. However, teachers may prefer to undertake research into an aspect of the opposite orientation. Thus, person-oriented teachers might choose to focus on one of the strengths typically associated with a process-orientation to see how it might affect their teaching and vice versa.

From the previous discussion it should be clear that the orientations are not to be seen as parameters against which to judge or evaluate teaching. To avoid this, it is important for teacher educators to go through the steps necessary to become aware of their own beliefs (Clark, 1988) and therefore their own orientation and the effect this may have on the way they deliver their courses and on how they judge their course participants. Burns (2003:7) points out that:

... as far as the literature reveals, very few teacher educators conduct action research on their own assumptions and beliefs about teacher education.

Burns (*ibid.*) goes on to give an interesting account of how, by working with teachers' beliefs, she and her colleague were also made aware of their own beliefs and how these influenced their practice as teacher educators.

To summarise, there are many potential benefits for teachers of becoming aware of their orientation through a process of reflection and action research. I believe that using the two orientations as a model for reflection has the potential of simplifying an inevitably complex process and making it manageable for both teachers and teacher educators, without ever running the risk of being simplistic.

However, the possible usefulness of the two orientations as a tool or model goes beyond supporting teachers in their process of professional development. It is interesting, for example, to consider the potential of the two orientations for informing materials design. Textbook writers might make their materials more effective by suggesting, in the teacher's book, alternative ways in which activities can be used in the classroom, taking into account that they will be used by both process-oriented and person-oriented teachers. Alternatively, the activities in the actual textbook may be informed by the two orientations, perhaps with different activities or exercises that teachers can choose from.

Curriculum planning too could benefit from an awareness of the two orientations. Planning and innovation are more likely to be successful if they are framed in such a way as to take into account the two different belief systems that those involved will bring both to the process of course and syllabus design and to its implementation.

Ultimately, the practical aim of research on teacher beliefs must be to empower teachers themselves. On the one hand, this comes about through the research process itself, as one of the indirect results of placing the teacher back on centre stage is that teachers have become partners in research. The role of the teacher as colleague and collaborator with the researcher reflects a commitment to a more equal sharing of power between researcher and teacher (Clark, 1988:8). On the other hand, it comes about by enabling teachers to become more aware of who they are as teachers and why, thereby allowing them to establish their own professional development agenda, rather than having it imposed from outside. This is important because, in the words of Charlotte:

... erm I don't know er you just get more satisfaction out of it the more you sort of understand what you're doing (Charlotte 1:085)

9.5 Conclusion

This thesis is part of a growing field of research in the area of teacher beliefs. A qualitative approach to research was taken in order to carry out an in-depth investigation into the personal belief systems of a small group of ESOL teachers and how these might affect their approaches to teaching. The findings indicated that teachers' personal belief systems can be seen to cohere into two orientations which would appear to be a result of the teacher's perception of their identity as a teacher. It would also seem that the orientations may serve to influence the teacher's classroom behaviour.

Thus, the research presented here has made a theoretical contribution to the field of teacher beliefs in that it has indicated how many of the areas discussed and identified in previous studies could be seen in terms of two orientations, which may prove to have both explanatory power and practical utility, without ever over-simplifying the inevitably complex nature of belief systems

Moreover, this thesis has made a practical contribution to the field of TESOL by showing how the two orientations offer a potentially effective model, not only for teacher education and development but also for many areas involved in the language teaching process.

This thesis is therefore part of a field that, while still in its relative infancy, has already made enormous gains in understanding teachers and teaching, both in education in general and in TESOL in particular. It has also, I hope, pointed the way towards future developments that will continue to empower teachers in their search to become the best teacher they can be.

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Appendices

Appendix A

Transcription conventions

Interviews

Most features of speech have been left out of the interviews, in favour of a very simple transcription. This is because the interviews are analysed for what is said, rather than how it is said. However, some transcription features are present.

Interview extracts are coded with the name of the interviewee, the number of the interview and the line number where the extract begins. Line numbers were added automatically to the interview transcripts, using Word commands. Although this means that every line is numbered, the purpose of the line numbers is for the easy location of extracts and therefore this rough numbering should be sufficient.

All names of people and places have been changed.

()	indicates uncertain transcription
(unint.)	indicates unintelligible utterance
(=)	is used for translations
((<i>pause</i>))	is used for glosses
((<i>laughter</i>))	indicates joint laughter
((<i>laughs</i>))	indicates only the speaker laughs
.....	indicates the extract has been edited
CAPS	indicates a word pronounced particularly forcefully or non-standard word stress

Classroom transcripts

As far as possible, for the classroom transcripts, the system used is a somewhat simplified version of that developed by Gail Jefferson which is given in ten Have (1999:213-214), although for word processing reasons some adaptations were necessary.

Teachers and identified learners have been given pseudonyms

F	indicates an unidentified female learner
M	indicates an unidentified male learner
	(where an unidentified learner takes more than one turn in a sequence or more than one unidentified learner of the same sex)

	speaks in a sequence, then numbering is used)
LL	indicates more than one learner speaking at the same time
., ., ., ...	give a notional idea of the relative length pauses up to one second
((10))	indicates the approximate length of pauses longer than one second
{ yes }	indicates overlapping utterances
{okay }	
(today)	indicates uncertain transcription
(unint.)	indicates unintelligible utterance
(=)	is used for translations
((<i>gloss</i>))	is used for glosses
/ /	is used for phonetic spelling of non-standard pronunciation
?	indicates questioning intonation
,	indicates rising intonation
<u>underscore</u>	indicates a syllable or word pronounced particularly forcefully or non-standard word stress
a-b	indicates the spelling out of words
ye:s	indicates a drawn out syllable
=	indicates run on turns, either by the same or different speakers
° °	indicates utterance spoken more softly than surrounding speech
s(h)ay	indicates breathiness as in laughter
.hhh	indicates audible in-breath
hhh	indicates audible out-breath

As transcriptions were done on somewhat unsophisticated equipment, long pauses above one second are indicated extremely approximately and the decision as to how many periods to use for short pauses is entirely intuitive. Pauses above one second are considered as gaps and indicated on a separate line. Shorter pauses are considered hesitations and included within a turn.

Appendix B

The database

Simon

Interview 1	02.07.99
Interview 2	19.07.99
Interview 3	09.12.99
Interview 4	30.08.00

Observation 1	17.08.99	Presentation Skills, 5-week pre-sessional
Observation 2	24.08.99	Academic Writing, 10-week pre-sessional
Observation 3	26.08.99	Academic Writing, 5 week pre-sessional (self-recorded)
Observation 4	27.08.99	Presentation Skills, 5 week-pre-sessional (self-recorded)

Pam

Interview 1	05.07.99
Interview 2	19.07.99

Observation 1	27.07.99	Language Awareness, 10 week pre-sessional
Observation 2	11.08.99	Language Awareness, 10 week pre-sessional

Tony

Interview 1	06.12.99
Interview 2	10.01.00
Interview 3	16.02.00

Observation 1	10.01.00	General English intermediate adult evening course
Observation 2	16.02.00	General English intermediate adult evening course

Linda

Interview 1	19.11.99
Interview 2	01.12.99
Interview 3	09.12.99
Interview 4	03.02.00
Interview 5	18.02.00
Interview 6	23.11.01
Interview 7	30.01.02
Interview 8	20.02.02

Observation 1	09.12.99	General English intermediate adult evening course
Observation 2	20.01.00	General English intermediate adult evening course
Observation 3	03.02.00	General English intermediate adult evening course

Observation 4	17.02.00	General English intermediate adult evening course
Observation 5	16.03.00	General English intermediate adult evening course
Observation 6	23.11.01	Beginners' course for undergraduates of economics
Observation 7	30.01.02	General English, young apprentices' course
Observation 8	06.02.02	General English, young apprentices' course
Observation 9	20.02.02	General English, young apprentices' course

Charlotte

Interview 1	24.11.99
Interview 2	01.12.99
Interview 3	12.01.00
Interview 4	26.01.00
Interview 5	09.02.00
Interview 6	27.11.00
Interview 7	27.11.01
Interview 8	30.01.02
Interview 9	20.02.02

Observation 1	06.12.99	General English elementary adult evening course
Observation 2	12.01.00	General English elementary adult evening course
Observation 3	26.01.00	General English elementary adult evening course
Observation 4	09.02.00	General English elementary adult evening course
Observation 5	01.03.00	General English elementary adult evening course
Observation 6	15.03.00	General English elementary adult evening course
Observation 7	30.01.02	General English, young apprentices' course
Observation 8	06.02.02	General English, young apprentices' course
Observation 9	20.02.02	General English, young apprentices' course

Linda and Charlotte

Final interview	10.03.03	Taking the findings back to the informants
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Lucy

Interview	23.02.02	
Observation	23.02.02	General English upper-intermediate adult course

Appendix C

The Initial Interviews

Below are the questions, based on Richards and Lockhart (1994), which were used as a guide in the first two interviews of the pilot study.

First initial interview

Past language learning experiences

1. What do you remember, good and bad, about your experiences of learning a foreign language?
 - a) What kinds of methods were used?
 - b) Do you recall if you enjoyed learning the language?
 - c) What do remember about your teachers?
2. What are the best ways to learn a foreign language, in your opinion?
3. Do you feel that your own education as a student has had any influence your teaching?

On past career

4. Could you tell me something about how and why you became an EFL teacher?
5. Tell me something about your career to date.
6. Where have you taught? (country, type of institution, how long etc.)
7. Do you have any preferences for the types of institutions where you teach?
If yes, why?

On teacher training experiences

8. Tell me something about your formal teacher training experiences.
9. Did they promote a particular view of teaching?
10. What aspect(s) of the course(s) did you find most memorable?

On being a teacher

11. What or who would you say have been the greatest influences on your development as a teacher?
12. What do you feel your strengths are as an EFL teacher? and your weaknesses?
13. Would you say that your teaching has changed in any way over the years?
If so, how?
14. What is the most rewarding aspect of teaching for you? And the hardest?
15. Can you describe one particularly good experience you've had as an EFL teacher, and one particularly bad one?

Second initial interview

On lesson planning and preparation

1. How do you decide what you will teach?
2. How do you prepare lessons?
3. What about materials?
 - a) What role does the textbook play in your lessons?
 - b) What do you look for in a textbook?
 - c) What other teaching resources do you use?
4. Are there any particular activity types you tend to favour? or try to avoid?
5. Would you say that there are any particular teaching methods you try to follow?
6. How do you see your role in the classroom?

On attitudes to teaching and learning

7. How would you define 'effective teaching'?
8. What is your idea of a 'successful' lesson?
9. In your opinion, what are the qualities of a 'good' teacher?
10. And a 'good' learner?
11. And a 'good' group?

On learners and learning

12. Do you prefer to teach a particular level? Or type of learner?
13. What kinds of learning styles and strategies do you try to encourage and discourage in your learners?
14. What are the most important things for learners to learn in your opinion?
15. What roles are learners expected to assume in your classes?

Appendix D

Sample Interview

Below is the complete transcript of Linda's second interview, with line numbers inserted automatically by Word. This transcript is slightly more detailed than the extracts in the main text as it includes shorter pauses (...). Pauses which occur at a Transitional Relevance Point have been assigned to a separate turn.

- 1 **Linda - Interview 2 – 1-12-99 (our office)**
2 ((tape starts with opening chat already started. Linda asks who else is being
3 interviewed))
4 Sue umm I just wanted to pick up start off by picking up one point from last
5 time
6 Li are you supposed to do that pre chat
7 ((laughter))
8 Sue I don't know
9 Li go on
10 Sue umm you know last time when you were sort of saying how you're last
11 minuteish and you never sort of prepare your lessons beforehand and all
12 that do you think there's a particular reason for that ... I mean not that
13 you don't prepare them but like you don't prepare them a week in
14 advance or
15 ((pause))
16 Li yeah because I don't like to commit myself too far in advance
17 ...
18 Sue but commit yourself to what
19 ...
20 Li oh I mean considering that I'm like that for everything not just for lessons
21 Sue oh right ((laughs))
22 Li er I just sort of think ... that ... like at the moment that you're there you
23 make the best decision you decide something better like a few minutes
24 before the lesson than you do say a few hours before the lesson
25 Sue but because because you can kind of pick up things that come to mind at
26 the last minute
27 Li yeah yeah because everything's more immediate you remember sort of
28 the exact situation the exact people you've got erm ... if any questions
29 come up erm erm erm I don't know I just find that I always think of
30 things at the last moment whereas I never manage to think of them I
31 mean yesterday Sue er ... on Monday I was sitting here for about an hour
32 trying to think oh what shall I do in that lesson on Wednesday ... and it
33 was with the first year you know cos I'd finished unit six I didn't want to
34 start unit nine which was the next one and I was sitting there thinking oh

35 what shall I do what shall I do and I just knew there I mean not because I
 36 said to myself oh I won't think of it but I just thought oh you know and
 37 without that sort of pressure I didn't think of it and I only thought what I
 38 could actually do yesterday afternoon sort of sitting I think it was ... some
 39 time in the meeting or something like that I suddenly thought oh yeah
 40 that's what I've got to do and riding home on my bike I thought yeah
 41 that's what I've got to do so I actually prepared it this morning I got up
 42 early to do it because er I just don't work very well if I'm not under
 43 pressure
 44 ((*laughter*))
 45 Sue yeah so it's a sort of pressure thing
 46 Li cos when I sort of thought about it it was perfectly obvious what I had to
 47 do it's just that I didn't manage to get it into place you know when I was
 48 actually here
 49 Sue until you were actually under pressure
 50 Li umm
 51 Sue but er I mean don't you ever find that you kind of worry that ... you're
 52 not going to have the lesson ready or
 53 Li no ... cos with ALL the disasters I've had I've realised that even if you
 54 don't have anything ready with the amount of experience that I have you
 55 can just make it up I never worry about that I really don't
 56 Sue what sort of disasters have you had
 57 Li well like that time when I left all the photocopies ((*laughs*)) and I had
 58 about a hundred students and I'd promised them we would look at a past
 59 paper I mean
 60 ((*laughter*))
 61 Li ((*laughing*))and I thought golly this must be the worst thing that I've ever
 62 DONE
 63 ((*laughter*))
 64 Li and then I thought but you know there's bound to be a solution if I just
 65 think and there was ((*pause*)) you know I don't really worry about being
 66 unprepared
 67 Sue no no ... so can we can on then from there to sort of how you actually
 68 Li I mean I like to give the IMPRESSION of being prepared of course I don't
 69 like I mean I didn't want the students to know that I'd FORGOTTEN it I
 70 didn't you know
 71 ((*overlapping speech*))
 72 Li forgetting very (unint) I mean that was a different you know sort of
 73 accident it wasn't I mean it was my fault but you know there were
 74 attenuanti let's say I mean I don't want the students to think oh she
 75 decides sort of I mean I think once you've got an overall plan or say if
 76 you've got a textbook you know you know roughly where you're going
 77 the sort of thing you're doing and specially I think it's specially important
 78 if you say one lesson oh we'll look at that another time that you do
 79 actually pick it up another time I mean I think that's very important ...
 80 BUT er no that's all

- 81 Sue important sort of as to give the students
- 82 Li oh no to give you credibility because I mean they are things that they
- 83 actually need to know I mean if you say oh we'll look at that another time
- 84 it means it's something that you know that they want to do that needs
- 85 doing
- 86 Sue um um um ... and then in terms of kind of preparation cos that was
- 87 another thing in fact you did cos you did mention materials as well quite
- 88 a lot and textbooks you were just saying now as well I mean so taking it
- 89 on sort of a lesson by lesson basis how do you decide each what you're
- 90 going to teach
- 91 ...
- 92 Li well I just follow the textbook don't I
- 93 Sue do you yeah yeah do you find textbooks satisfactory
- 94 Li erm ((*pause*)) well no correction I mean if it's a good textbook then you
- 95 just follow the textbook if it's a textbook that somebody else had inflicted
- 96 on you and it's not good
- 97 ((*laughter*))
- 98 Sue like Look Ahead ²⁰
- 99 Li yeah however that doesn't happen so much nowadays luckily erm
- 100 Sue because you don't let them or because textbooks have improved
- 101 Li no it's cos just in different circumstance I mean I was stupid that time ...
- 102 how I didn't realise um ... erm er then I mean then it's sort of like a sort of
- 103 long term or medium term sort of plan so you just think just follow it if
- 104 you don't have a good plan long term plan to follow like for example
- 105 doing this 1st year readings course with Readings for Research²¹ which is
- 106 you know I mean I mean you keep saying oh in unit one we did this I
- 107 mean they weren't there in unit one so ((*unint*)) then umm then obviously
- 108 a bit more difficult and you have to try and do things I mean I mean for
- 109 the 1st year course I did things that I thought I would probably want to
- 110 put in the exam ((*pause*)) and that's sort of a backwash effect taken to very
- 111 strong extremes let's say
- 112 ((*laughter*))
- 113 Li but then again why do we put them in the exam because we worked out
- 114 they were useful so I thought well you know that's acceptable but also
- 115 sort of do things which they feel that they're doing something useful sort
- 116 of to have credibility mainly in this type of situation
- 117 Sue in this er
- 118 Li in this faculty
- 119 Sue this faculty what about the evening courses are they different
- 120 Li erm ... well ...yeah cause I mean there you're not working for an exam
- 121 and I mean I haven't even ...I mean obviously you do some sort of sort of
- 122 what type of English do you want to do have you got anything uh but I

²⁰ This is a reference an episode some years earlier when this book was imposed on Linda for a language centre course and she hated it

²¹ A course book we were writing jointly at the time and we were piloting the materials so the units weren't in order

- 123 mean er because all all if there are any needs they're going to be very
 124 disparate really you get you know doctors and lawyers and your person
 125 who sells computers and all that you can you can only really do so much
 126 about it anyway so
- 127 Sue don't tell me they want to do films ((*laughs*)) and music and things like
 128 that I was sort of thinking of the pharmacy students again you know²²
- 129 Li well they they might but but they probably won't because they sort of
 130 know that they've paid for this course out of their own pocket so they
 131 probably just want to improve their speaking or something easy like that
- 132 Sue do you follow textbook with them as well generally is that generally how
 133 you prepare your lessons for evening courses too
- 134 Li erm ... yea::h yeah yeah but then like if there's something that I think
 135 would be nice or you know some good idea like say for example e::rm
 136 ((*pause*)) say for example you missed a lesson last week and you can sort
 137 of practise the past tense by saying what did you do last week instead of
 138 coming to lessons sort of thing I'd add sort of things that are that are
 139 relevant to the sort of you know the situation of the class sort of thing
- 140 Sue um sort of the immediate context
- 141 Li um um um
- 142 Sue and what do you look for in your textbook I mean now you're trying to
 143 choose a textbook at the moment aren't you so
 144 ((*pause*))
- 145 Li right something that is ((*pause*)) not so much gives clear explanations but
 146 uses ... believable authentic sort of exemplifications of its explanations
 147 you know not that old textbook language
- 148 Sue um um not the pen is on
- 149 Li like these are these are my shoes and those are hers not that type of thing
 150 that you get say for example in Look Ahead ... erm no clear explanations
 151 as well but um you know considering that the teacher's there to
 152 supplement the explanation (of the course it's a bit secondary) erm and it
 153 depends what sort of class sometimes you look for erm ... erm ... you
 154 know good workbook with enough homework stuff er obviously you try
 155 and think that you don't want the students paying money for a whole big
 156 book that you're only going to use a quarter of but that's a bit inescapable
 157 sometimes erm ... um ... not necessarily some something that's got lots of
 158 readings texts and listening texts because those are the sort of things that
 159 are fairly easy to supplement but something that's got lots of sort of erm
 160 activities and things for the students to do you know exercises so you
 161 don't have to make them all up
- 162 Sue right right ... so so how do you feel about preparing your own materials
 163 about preparing something
- 164 Li well I like preparing my own materials I would rather do that all the time
 165 if we had time

²² This is a reference to a joint needs analysis we had carried out together with pharmacy students, expecting them to identify scientific English and the majority of the students maintained what they really needed English for was to watch films and listen to songs.

- 166 ((*laughter*))
 167 Li I enjoy it actually
 168 Sue yeah it's just a question of time as usual that you can't
 169 Li yes and also photocopying and credibility and everything like that
 170 Sue credibility of your own materials
 171 Li um well students like to have a textbook don't they they think we're
 172 doing this book ...and if it's a dispensa or something done by you they
 173 think uh
 174 ((*laughter*))
 175 Li it's got misprints in it
 176 ((*laughter*))
 177 Li oh look she forgot to mix them up
 178 ((*laughter*))
 179 Sue (yeah that was the pharmacy) I'd written it on you didn't see the notes I'd
 180 written did you in time²³
 181 Li no
 182 Sue cos I'd actually written mix these up
 183 Li no no so I said ha ha ha (we've got to write) (unint.))you might have
 184 noticed (unint.) they laughed because I told them there would be some
 185 mistakes in it and they didn't mind and I mean they did the exercise
 186 anyway because it wasn't obvious oh and then this morning ((*laughing*)) I
 187 did an exercise on the OHP for the first years and it was a b c and about
 188 six out of the eight questions the answer was b
 189 Sue oh no but that can sometimes be more difficult cos they think
 190 Li well I know I know I mean I didn't don't think it's really serious but I
 191 mean obviously if you have time
 192 Sue is that one out the book
 193 Li no it's one I made up this morning to practise inferring cos you know
 194 appunto having to adapt Readings for Research
 195 Sue cos it's too difficult
 196 Li plus we did techniques of inferring what do you need and all that and
 197 then I picked out some more words that strangely enough we hadn't
 198 picked out ((*laughs*))
 199 Sue oh no ((*laughs*))
 200 Li I know cos I mean it's so difficult for them the book so there's lots of
 201 scope ((*laughing*)) (got about) TEN words in one paragraph you know too
 202 high density really for anybody to ((*laughing*)) possibly infer but never
 203 mind ((*laughs*))
 204 Sue oh dear what a disaster ... how disastrous our book
 205 Li ((*laughs*)) well actually I would quite like I would really like to write a a
 206 more more basic one it really would be useful
 207 Sue yeah one like the psychology one I think it would be yeah
 208 Li mmm
 209 Sue especially in this context

²³ Reference to a multiple choice reading exercise Linda had prepared for her lesson and that she'd asked me to check. She'd forgotten to mix up the answers, so they were all b.

210 Li mmm very useful
 211 Sue yeah yeah
 212 ((*pause*))
 213 Sue what other sources do you sorry what other REsources do you use to
 214 prepare your lessons apart from the textbook do you have any
 215 preferences for
 216 Li ermm sometimes advertisements they're quite good you know like
 217 advertisements for ... umm ... erm holidays and things like that umm ...
 218 those lists you get in the Sunday papers like top 10 films top ten books
 219 best sellers and that they're quite good you know just for little
 220 Sue what do you do with those oh sort of ranking
 221 Li oh so no you know I get them to compare whether they've read them
 222 whether they've seen them you know just little warmer things they're
 223 quite good really I invented that myself ... umm ... er oh yeah videos
 224 quite a lot of TV programmes I videoed like things like erm ... erm well
 225 those programmes that are fairly general interest like erm ... you know
 226 those the end of the year programmes look back at 1998 and those things
 227 they're quite good cause you know they're fairly accessible let's say fairly
 228 interesting and then I used another video which off the (real) BBC which
 229 was those you know those group of people I think I told you this didn't I
 230 you know that the BBC followed this group of people well not the BBC
 231 but it was a research project all born in same year or something and they
 232 interviewed them every so often and I (got) one of those and it was really
 233 quite good cos they're sort of just ordinary people talking about their life
 234 Sue so what do you do with the students then sort of comprehension
 235 Li yeah yeah yeah and also discussion you know would you like to be this
 236 person sort of you know this person's life and that sort of thing you get
 237 quite a lot out of that actually it's the sort of thing I mean I suppose that I
 238 like doing that sort of thing because I'm quite interested in people but I
 239 think most of the most of the students are really
 240 Sue you find that generally goes down quite well
 241 Li yeah well maybe because you get that type of student in the course in
 242 these courses in the university and er ((*language centre*)) courses you get
 243 quite a lot of women girls you know
 244 Sue interested in other people interested in life in Britain and things like that
 245 Li yeah mm
 246 ((*pause*))
 247 Sue and what about so when you've got all your material and you've
 248 prepared it all and you go in your lessons talking about the evening
 249 courses
 250 Li I didn't say that
 251 ((*laughter*))
 252 Sue all right then what do you do
 253 ((*laughter*))
 254 Li ((*laughing*)) I just show the video and then say right what about that then
 255 ((*laughter*)) .

256 Li ((*laughing*)) they say but I didn't understand it what did he say when no
 257 yeah anyway in theory you make some sort of sketchy preparation
 258 ((*laughs*))
 259 Sue if you've got time presumably we always get back to that if you got time
 260 Li yeah mm mm
 261 Sue no I mean in general in your evening course lesson what sort of are there
 262 any activities that you particularly favour and any that you particularly
 263 try to avoid
 264 Li ((*intake of breath*)) well I don't like doing a lot of teacher class but
 265 particularly at the beginning of the course you do it because they like to
 266 sort of ... look round the class and think oh we're a class and that's our
 267 teacher sort of thing
 268 Sue but why don't you like doing teacher class
 269 Li well no I mean like for speaking I mean I don't think it's I mean it's
 270 obviously not very very a very good use of time to have 20 people
 271 listening while one of them stumbles over something that you've just
 272 tried to explain ((*laughs*)) you know it's not ... quite apart from the fact
 273 that they get bored and start to chatter it's just not very good use of their
 274 time really ((*pause*)) and what else don't I like doing ((*pause*)) I don't like
 275 ... doing a LOT of writing I mean I sort of like collaborative writing
 276 activities like you know those group dictations and things but I wouldn't
 277 ... I would always you know if we do writing activities I always sort of
 278 say if you want to if we do sort of like a rough draft or something then I
 279 say (so) if you want to write a final version then of course I'll mark it but
 280 you know I don't like doing that in ... in class time cause I think a lot of
 281 students think that's a bit of a waste of time
 282 Sue writing
 283 Li yeah I mean you know knowing human nature not that it necessarily is
 284 because obviously they're going to spend far more far more concentration
 285 on it in class than you know than most of them would get round to doing
 286 at home but erm not all of them I mean you just spend you can just spend
 287 rather a lot of time doing it cause it is a bit time-consuming writing ...
 288 erm what do I like doing I mean I like doing like pair work and group
 289 work and ...
 290 Sue for any particular type of activity though I mean group work with any
 291 particular end or pair work with any particular end
 292 Li what do you mean
 293 ((*laughter*))
 294 Li multiple choice ((*laughs*))
 295 Sue well you know pair work for correct your answers to that exercise we've
 296 just done or pair work
 297 Li oh no I tell you what I do what I do I use some I get them to I get them to
 298 correct to to to compare things that they've written like last night I said to
 299 them um ... oh write down the last thing you bought you know the last
 300 type of item of clothing that you bought cos we'd just done some of the
 301 vocabulary of clothes and then when they'd written them I made them

- 302 show each other and read it to each other I think that's quite good cos cos
 303 A they're naturally curious about what the other one did at least very
 304 often they are and B it's sort of quite helpful because they do actually sort
 305 of ... erm correct each other or at least you know they discuss why things
 306 are right or not right I mean even if they ask you they still sort of raise the
 307 questions in their mind ... umm I think that's quite useful erm pair work
 308 well yes just for telling anecdotes and things like that I think I would use
 309 pair work more than group work though because I mean group work
 310 they can be a bit time wasting some people you know unless you get a
 311 very sort of structured group activity where they know exactly what
 312 they've got to do ...somehow it seems to be easier to sort of direct them
 313 get them going somewhere in pairs rather than in groups
 314 Sue so you mean you find in groups that they tend to kind of chat amongst
 315 themselves and ... and not actually do what they're supposed to be doing
 316 Li well not always I mean in general I find it easier to think of things that it's
 317 easier to do in pairs rather than in groups
 318 ((*pause*))
 319 Sue so you I mean it seems to me that you do kind of take into consideration
 320 when you're deciding what to teach what you think the students would
 321 actually be interested in
 322 Li ((*sniggers*))
 323 Sue ((*laughs*))
 324 Li well of course ((*laughs*))
 325 ((*laughter*))
 326 Sue stupid question
 327 Li you try to you try to get them to be interested in I mean you try to think
 328 of things they'll be interested in
 329 Sue and failing that you do what you're interested in
 330 ((*laughter*))
 331 Li yes ((*laughs*)) well I mean you try you try you make an attempt to sort of
 332 you know if you know that there's some boys doing sport then you give
 333 them something about football or something I mean you try
 334 Sue even if you're not interested in it
 335 Li well yeah I mean ... mm
 336 ((*pause*))
 337 Sue erm ... kind of connected with this a bit an connected with what you were
 338 saying last time you know we were talking about roles last time you were
 339 saying (you know) the teacher role and the learner role so how do you see
 340 your role in the classroom as a teacher
 341 ((*pause*))
 342 Li well I think it depends what sort of class cause you know the faculty class
 343 where they've got to do the exam at the end then obviously I'm sort of
 344 standing on the cattedra²⁴ and everything and you know the whole sort of
 345 Sue microphone in hand

²⁴ Reference to the raised dias often found at the front of university teaching rooms

- 346 Li microphone in hand ((*laughing*)) lucidi²⁵ scattered round you on the floor
 347 and all that
 348 ((*laughter*))
 349 Li obviously there you're very much sort of what's it called erm ... what's
 350 the term
 351 ((*pause*))
 352 Sue ((*laughing*)) authoritarian
 353 Li authoritarian er the authority the AUTHORITY er you know putting
 354 inputting things you know either specially with a very big group like the
 355 groups we have there's not much not really very much real opportunity
 356 for you know for them to to ask what they want to ask things umm in an
 357 evening course though you become I mean you're still sort of an authority
 358 because I mean let's face it they do expect it and like let's face it some they
 359 are quite young (some of them)
 360 ((*phone rings*))
 361 Sue right
 362 Li yeah so they expect you to have authority in the sense that they expect
 363 you to know what you're talking about you know to sort of have
 364 complete mastery of the subject and able to explain it but they also I mean
 365 they do sort of look to you as the person who's going to find their book
 366 for them if they've lost it or something like that
 367 Sue really to that extent yeah
 368 Li well you know they
 369 ((*pause*))
 370 Sue sort of a mother a mother figure
 371 Li yeah they do really
 372 Sue really
 373 Li well yes and I think it's quite natural cause that's sort of how you do
 374 perceive a teacher really isn't it if she can teach you something then she's
 375 sort of in charge I mean you know that lot with the maestri²⁶ you know
 376 they really think that you're going to sort out the car park for them or
 377 something like that it's really quite funny
 378 Sue yeah uh and do you find yourself kind of getting into that role or or do
 379 you try and resist it
 380 Li no no I no no I try and resist it cause I don't know what to do about things
 381 like that
 382 ((*laughter*))
 383 Li no I mean you know quite apart from the fact that it's sort of you know
 384 not what you're there for I mean you don't you just don't know what to
 385 do about it most of the time (you) just say oh I'm sorry but it's not really
 386 my job but umm I mean particularly cause in the evening courses the the
 387 students sort of are young ... and I mean they they well cause they're
 388 young I mean that you're older than them and they so they sort of they've
 389 only got sort of school experience to go on and erm ... well you know

²⁵ Overhead transparencies

²⁶ A group of primary school teachers

- 390 they're still in the context of the university so I mean you know they
 391 always danno del Lei²⁷ and everything and maybe a few years ago they
 392 didn't ((*laughing*)) but they always do now
 393 ((*laughter*))
- 394 Sue oh dear oh dear ... but do you kind of ... I mean that's how they see you
 395 how do you see yourself I mean do you play the do you play do you think
 396 you play that role then the authority
- 397 Li well yeah I mean I'm obviously older than them aren't I ((*laughs*))
- 398 Sue well I know that but I mean just because you're older doesn't mean you
 399 have to that you necessarily play the authority but you do that's what
- 400 Li well I think yeah I think a lot of people do I think that it's not only that
 401 happens in the classroom ... umm ... yeah I mean no not like ... no
 402 obviously not like I don't know telling them off or things like that cause I
 403 mean but but er well like this morning for example when we were in the
 404 ... er in the faculty lesson and erm Aula Congressi the alarm suddenly
 405 went off did you hear
- 406 Sue oh no
- 407 Li oh no no so all the students sort of uh uh uh you know they all started
 408 saying oh oh oh dobbiamo scappare sort of thing and I thought well you
 409 know ((*laughs*)) I (might) I mean it's not it's not that they're going to
 410 escape from me I'm going to escape as well
 411 ((*laughter*))
- 412 Li so no then I went out into the lobby and I said to Roberto²⁸ what's going
 413 on and he was just the he was I think it was him that set off the alarm
 414 ((*laughs*)) so I went back in and I said oh no cio'e' e' solo un allarme (che si
 415 si) a problem with the alarm you know and I thought I mean I felt it it that
 416 was my job to do that I mean it's not my job to say to one of the students
 417 go and see what's going on you know cause it's just sort of ... in in that
 418 sort of situation you you're rather sort of person who's sort of deciding
 419 things (and then so) and I mean I don't know if this is what you're going
 420 to ask me yet but it's completely different to how I am in real life cause (if
 421 is) sort of if I'm with my friends or somebody else I say oh you know I
 422 don't want do it it's not my responsibility why doesn't some leader figure
 423 go and see what's wrong with the alarm so that's why I think that it's sort
 424 of you know just when you're a teacher you sort of slip into that role
- 425 Sue so you find yourself as a completely different role as a teacher you don't
 426 recognise kind of no you can't say you don't recognise yourself cause
 427 obviously that's part of yourself anyway but
- 428 Li no no it's a different a different completely role yeah I mean like if I'm
 429 like when you go out for pizzas and things with your students and I'm
 430 not necessarily talking about young ones here but I mean when you go
 431 out with stu pizzas for your students they're always surprised at how
 432 how that I don't talk very much you know cause they always think that
 433 I'm sort of like you know sort of dominating well you know the person

²⁷ The polite form of address in Italian

²⁸ The faculty premises officer

- 434 who talks a lot and when I go out you know I don't I don't really make
 435 much of an effort very often just sort of wait for everybody else to talk
 436 and people are you know quite often surprised because they think oh you
 437 know ((laughs))
- 438 Sue do you think they think you talk a lot in your lessons then
- 439 Li well I mean obviously you walk in and you say hello everybody
 440 ((laughing)) don't you
 441 ((laughter))
- 442 Li you know you give a few instructions whereas you know if you're not a
 443 teacher I mean not being a teacher not in the role of teacher you don't sort
 444 of go round and tell I don't go round and tell everybody else what to do
 445 perish the thought
 446 ((laughter))
- 447 Sue yes so you see your teacher persona as a completely separate
- 448 Li umm yeah yeah I do I realise that I've got that quite strongly that thing
- 449 Sue yeah that's interesting
 450 ((pause))
- 451 Sue so do you do you find I mean with your evening courses going back to
 452 the evening courses because I mean obviously it's different to the faculty
 453 courses I mean do you take more than one role with them or do you find
 454 it's different the role that you have with them to the role with the faculty
 455 students
- 456 Li oh yeah it's different I mean but like just how you behave differently with
 457 different people I mean with the maestre group it's different again
 458 because they're sort of you know they know that I'm a teacher and I know
 459 that they're teachers sort of thing so its just that you know while while
 460 they're sitting in the U in the horseshoe and I'm in front then I can tell
 461 them what to do sort of thing in fact sometimes they laugh cause I say
 462 things like you know you know umm siete delle maestre indisciplinate or
 463 something like that you know and they sort of laugh because you know
 464 they know that next them it's going to be them saying it to somebody else
 465 sort of thing
- 466 Sue yeah what about I mean what do you think of all these kind of trendy
 467 roles that come up in the various course teacher training books you know
 468 the teacher as monitor the teacher as facilitator the teacher as I mean do
 469 you see yourself in as guide what else do they come up with do you see
 470 yourself in any of those roles or not really
- 471 Li well it's not that I see myself in a role it's just something just a sort of
 472 function that you have at various points ... I don't think oh now I'll put
 473 my hat on and be a facilitator then I'll be a monitor or something you just
 474 think right now they've got to do this certain activity sort of thing so to
 475 help them I'd tell them to this or I do this
- 476 Sue so what sort of functions I mean in a typical evening course an hour and a
 477 half evening course what sort of different functions do you do you find
 478 yourself fulfilling
- 479 Li erm ... erm ... well like input sort of authority umm ((pause))

480 management sort of thing like you know telling them where to sit erm
 481 ((*pause*)) er resource
 482 ((*pause*))
 483 Sue resource for the language or for for information on the language
 484 Li yeah what else could it be resource on
 485 ((*overlapping speech*))
 486 Li no no no I mean I'm erm I'm (al) I mean specially with the faculty courses
 487 more more and more nowadays I find that one becomes a resource not
 488 just for language you know how we always say that students nowadays
 489 don't seem to know anything I mean ... when you find that they actually
 490 don't know what something is like for example we were doing
 491 abbreviations the other day and you know we went through all the ones
 492 that are in the book and then said you know can you think of any more
 493 and then one of them a couple of them knew NIC you know so I said oh
 494 (unint.) and then you know I thought of a few more and said do you
 495 know these and some of them they knew but there was one that there was
 496 you know the Multilateral Agreement on Investments M A I and you you
 497 see it in Italian papers as AMI and do you know not one of them knew it
 498 at least they SAID that they didn't know it and I was absolutely amazed
 499 and I thought you know it's not really my job to explain to them what it is
 500 but I sort of said you know so that's the sort of I gave I HAD to give them
 501 a very sort of brief gloss what it was otherwise they would think ooh
 502 what's this funny thing she's suddenly invented to tell us about you
 503 know and I find that's not embarrassing but it's a bit kind of well it is a bit
 504 embarrassing really because you think that umm ... maybe you know not
 505 that somebody else's job to tell them but how come they haven't how
 506 come they don't know that sort of thing ((*S comment about not reading*
 507 *newspapers unint*)) yeah but I mean even if they don't read newspapers
 508 SURELY there must be some sort of course where they come across (this)
 509 you would think and obviously other professors'll be thinking oh how
 510 come they don't know what outsourcing is or something haven't they
 511 done that in English I mean ... I mean you know I don't I think that um
 512 I think that you know it's not the students' fault it's not the professors'
 513 fault because I think you know there's now there's so much
 514 fragmentation and there's so many different sources of knowledge
 515 coming at everybody from all all (over) directions it's nobody
 516 particularly's fault but it's just you think oh well you know it's not really
 517 sort of my role to explain things about the world outside only about
 518 English but I mean you know that begs a lot of questions of course but
 519 Sue but that's how you feel you do feel (unint.)
 520 Li yeah but I mean you know ... I just think oh you know it's not really what
 521 I'm supposed to do because you know I might sort of I mean obviously in
 522 something like that I'm going to give them a very partial view
 523 ((*pause*))
 524 Li where if you say oh this is a noun and this is a verb then that's you know
 525 sort of like fairly sort of non-controversial but if you say oh well you

526 know it's the agreement that's going to control all investments by all sorts
 527 of people I mean you can just stop there and then they don't realise and
 528 so consequent or else you can go on and say and so consequently it's
 529 going to have a very big effect on uh uh
 530 Sue which they won't realise either
 531 Li um um um
 532 Sue they don't make connections do they
 533 Li well I suppose lots of people don't I mean I'm not sure whether I not sure
 534 whether it's just young people and I do think that that you know people
 535 there's so many (cause) there's so much coming from all sides all over the
 536 place for everybody nowadays so really it's very difficult for I mean it's
 537 you know difficult for people to know what's going on
 538 Sue it is yeah it is you're right yeah I agree with you yeah yeah
 539 ((pause))
 540 Li so yeah so that's one role that I'm not very happy fulfilling let's say er
 541 Sue well because you don't feel that you're prepared for it then
 542 Li well partly because I don't feel that I'm prepared and partly cause I think
 543 you know it's a bit sort of like they're in a bit of a weak position not
 544 knowing it compared to me because it should be something that they
 545 should know too and you know they shouldn't be in that position
 546 ((overlapping speech))
 547 Sue yeah cause (unint.) business like the books tell you your students you
 548 know you use your students as a resource for the content and you do the
 549 English but in fact it doesn't work
 550 Li well I mean yes and no because I mean then they do know all sorts of
 551 funny things that you had no idea for example you know when yesterday
 552 we did risparmio energetico and you know on that lucido you've written
 553 energy er conservation energy saving and one of them says oh yes
 554 because FIAT you know when they write E S it means energy saving ...
 555 um you know it works both ways cause I mean let's face it talk about
 556 making connections there are lots of things one doesn't ... you know that
 557 one doesn't know oneself either so yeah I mean and it's always nice when
 558 that happens cause cause then I told all the rest of the class you know I
 559 made sure that everybody that everybody knew that a student knew that
 560 sort of thing because it was something that sort of quite important and
 561 quite relevant let's say (unint.) umm you know so a facilitator in that
 562 sense sort of helping them to make their own contributions ... don't know
 563 what other roles really
 564 ((pause))
 565 Li well I suppose you have to be sort of is it called authority when you
 566 correct them on their English ... you know sort of say this is correct
 567 English this isn't correct English or standard or non-standard or you
 568 know wonky or not wonky or right or wrong
 569 ((laughter))
 570 Sue oh no you're not allowed to say that
 571 ((laughter)).

572 Li no I mean you have to do that but but I mean that's I mean again that's
 573 that's just sort of your teacher role that's what you're there for
 574 Sue mmm mmm to correct to give them
 575 Li in certain situations obviously not as soon as they open their mouths etc
 576 ((*laughter*))
 577 Li but specially if they ask you you know if they say is this right and you
 578 have to say yes or no I mean
 579 Sue do you have a specific policy on correction
 580 ...
 581 Li erm ...well it depends what you're doing
 582 ((*pause*))
 583 Sue can you give an example
 584 Li er well I correct for accuracy when I do those little written things you
 585 know as I was saying I made them write down things cause I didn't you
 586 know if you do get them to write something then you and and they make
 587 mistakes or errors then you can be sure that's a mistake or an error it's not
 588 just er you can be sure it's a er er er er an ERROR because it's not
 589 obviously just a slip if they've written it they've thought about it a bit
 590 more carefully so that's why (I sometimes) make them write little things
 591 just to compare with each other erm when they're speaking then um I
 592 normally kind of don't maybe if I'm monitoring pair work I correct small
 593 things but (unint.) I don't normally jump in and say no that's wrong you
 594 say you know I always give the alternatives like do you mean economy or
 595 economics you know that sort of thing
 596 Sue reformulate and things like that
 597 Li yeah yeah yeah and what's the difference between economy and
 598 economics and that sort of thing you know sort of give them a chance to
 599 do it because
 600 ((END OF SIDE A))
 601 Sue in a way that I'm quite surprised about is that ... most of the questions
 602 I've been asking you you've tended to relate immediately to the faculty
 603 courses as opposed to evening courses o:::r to a certain extent the maestre
 604 as well do you think that's because I mean do you consider the faculty
 605 courses your main ... (unint.)
 606 Li no it's because I just did a faculty course this morning so I'm thinking
 607 about that whereas only done I've only done two evening courses
 608 recently and last night I wasn't really concentrating because I was
 609 thinking about Zecchino and last week I can't really remember and it was
 610 the first one anyway
 611 ((*laughter*))
 612 Li it's ENTIRELY coincidence
 613 ((*laughter*))
 614 Sue oh you mean so if I ask you these next week you'd give me completely
 615 different answers
 616 Li yeah I know but I mean do you want me to ask to answer mostly about
 617 the evening courses

618 Sue no I was just curious because I hadn't really said I mean I hadn't specified
619 it and in fact I was just curious about how it had come out because I think
620 I'd consider the faculty courses a minor blip on my week ((laughs))
621 Li well they're a minor blip on mine as well but they're the most recent one
622 ((laughs))
623 ((laughter))
624 Sue yeah that's not real teaching
625 Li no but no but
626 Sue I mean that's my attitude
627 Li yeah no no no no no it's it's mine as well but just having because I had to
628 get up early to prepare this wretched lesson for the reasons that I've
629 already gone through ((laughs)) I erm ... it's just what I was thinking you
630 know what happened this morning
631 Sue so you're kind of relating it with what happened this morning cause
632 that's most immediate yeah yeah it just goes to show actually when you
633 do these how you have to be careful when you do these
634 Li yeah
635 Sue interviews
636 Li yeah because I mean if you ask me about the maestri then I might say lots
637 of different things as well
638 Sue completely different things
639 Li yeah cause I mean that was different
640 Sue yeah yeah yeah well everything you teach is different were your roles
641 different there as well then
642 ((pause))
643 Li well yeah I mean it was always quite funny if I kind of sort of did
644 management like told them where to sit I mean they always thought it
645 was a bit funny
646 Sue thought it was hilarious
647 Li yeah you know
648 ((laughter))
649 Sue can we go sort of more on to the abstract side then that's all I wanted to
650 ask you about the course before we get onto the more abstract thing ...
651 how would you define effective teaching
652 ((pause))
653 ((laughter))
654 Li e::r well er you the only possible basis is what the students learn
655 Sue and how do you ... I was going to say how do you measure but that's
656 perhaps not the right how do you see that ... in what terms (it can be
657 seen)
658 ((pause))
659 Li erm ((pause)) in what terms I mean erm like how do you measure what
660 the students learn
661 Sue mmm I mean are you do you how do you well how do you measure or
662 how do you kind of I mean do you pay attention to what they've learnt
663 specifically.or

- 664 Li ((*laughing*)) (not really) no
 665 Sue ((*laughing*)) neither do I
 666 Li ((*laughs*)) no I mean er ... erm ((*pause*)) no I mean erm I mean I suppose
 667 that ... erm ((*pause*)) one thing that's always pretty horrifying is when you
 668 do (thing) one lesson something one lesson and the next lesson you realise
 669 that they've you look over their shoulders you know if they allow you to
 670 of course²⁹ at their notes and you see they've written down completely the
 671 opposite of what you've said or full of mistakes
 672 Sue it's just gone completely over their heads
 673 Li yeah that's always a bit horrifying and it it does happen with faculty
 674 courses particularly e:r ... on the other hand you can always tell (if) that
 675 something's gone well if you say some you sort of like you mention
 676 something and then you say and you remember last week that we said bla
 677 bla bla this week you know this is another example of that and you see
 678 them all going yes yes yes you know
 679 Sue and they really do
 680 Li yeah and and they really do you know anyway that but I mean you can
 681 tell when they really do but I mean you know you can you can tell tell if
 682 people if if the class has got something because I mean you really you
 683 really can tell sort of by the way they're looking I mean it's it's really and
 684 nd you can really tell if it another thing that's quite good is if you're
 685 saying something that they think is interesting that they haven't heard
 686 before particularly the university classes you can see that they all sort of
 687 look at you in the same way sort of thing
 688 Sue yeah yeah yeah in fact that was one thing you said last time about one of
 689 the satisfactions of teaching (unint.) about students when you'd say
 690 things that students
 691 Li mm mm
 692 Sue sort of pick up immediately
 693 Li mm mm
 694 Sue and think oh yes
 695 ...
 696 Li but er I mean then when you ('ve um) I mean um I don't think the
 697 translation course really counts but I mean it's that's the only sort of one
 698 where we have sort of like very close assessment of what we're actually
 699 supposed to have taught and what they're actually supposed to have
 700 learnt but I suppose if you did it maybe I mean it's a bit more a bit harder
 701 to do it for reading strategies courses because I I do tend to give them
 702 (those things like reading strategies) ok they do it maybe for the exam or
 703 you know they try to learn how to do it maybe for the exam but I think
 704 it's probably that type of thing like um you know like um learning to
 705 drive a car or something you find out you can do it much later (when)
 706 you realise you sort of put down the basic points maybe during the lesson
 707 and then it's a skill that actually sort of becomes useful to you and you
 708 actually make it your own sort of not really for the exam but subsequently

²⁹ Reference to a conference paper we'd heard together at TESOL Italy on methods of correction

709 ... I suppose that would be how you would measure (your) success
710 Sue and what about the evening courses
711 ((*pause*))
712 Li well there you measure the your success by how many people come to the
713 last lesson and whether they pay ((*laughing*)) for your pizza that's fairly
714 easy
715 ((*laughter*))
716 Sue ri:ght
717 ((*laughter*))
718 Li no but umm no obviously like if if if you know they ... er if they if they
719 say er you know if if if you get the impression if they if they SAY that
720 they've learnt a lot if they that the course has been useful I mean and they
721 do sometimes you know one or two ((*laughs*))
722 Sue what do you think makes them come to the bitter end
723 Li er ((*pause*)) well I mean presumably they do find it useful ... but of course
724 as we know it's a minority that do ((*laughs*))
725 Sue I think that's to do with other things rather than
726 Li yeah I know I mean presumably ... you know unless they're sort of there
727 for the company or something they think that it's useful
728 Sue yeah yeah yeah and what how would you define a successful lesson
729 ((*pause*))
730 Li ((*sighs*))
731 Sue what would you see as being a successful lesson
732 Li one where the students go home happy thinking that they've learnt
733 something
734 ((*pause*))
735 Sue umm and they're happy because they've learnt something
736 Li mm
737 ((*pause*))
738 Li I mean they can be happy because they've made a new friend as well but I
739 mean that's not sort of a determining factor
740 Sue so you wouldn't say that was a success that was part of the success of the
741 lesson
742 Li no no I wouldn't I wouldn't I wouldn't no no no
743 Sue so it's just purely in terms of what they've learnt
744 Li yes
745 ((*pause*))
746 Li I know that most people don't agree with that ((*laughs*))
747 Sue ((*laughing*)) that's all right
748 Li but really ... umm ... you know it's nice when they make friends and I
749 think they often do but but it's that's not really
750 Sue what we're there for or perhaps it is ((*laughs*))
751 Li well yeah I mean obviously it is but ((*laughs*))
752 ((*knock on door*))
753 Sue right we were talking ok we'd finished successful lesson (unint.) more or
754 less (there was) a very clear idea about that one and ok then in your

755 opinion what are the qualities of a good teacher
 756 ((*pause*))

757 Li e::r ((*pause*)) the qualities of a good teacher is the teacher has to be credible
 758 to the students ((*pause*)) umm

759 Sue could you could you ... clarify a little bit more what you mean by (that)

760 Li yeah she has to seem to know what she's talking about ((*pause*)) she has to
 761 be fairly well-organised in that she has to you know have the right
 762 material get there in time ... smile at the students as though she's
 763 expecting them to participate and do something well

764 Sue so APPEAR to be organised

765 Li APPEAR to be organised yeah I mean it's all a matter of facciata really er
 766 well not all but very largely umm then ... erm because you they need to
 767 have confidence you know in what you tell them that's why er then
 768 obviously I mean she has to be capable of giving reasonable sort of
 769 explanations without getting in too much of a muddle and sort of
 770 thinking of examples and points sort of reasonably quickly to what the
 771 students well not quickly but reasonably you know sort of reasonable
 772 ((*pause*)) reasonable time and reasonable sort of in a reasonable sort of
 773 way you know to know sort of what stage the students are at so what sort
 774 of things you can do with them what sort of things you can explain to
 775 them what sort of things you can ask them to do

776 Sue so to be pretty aware of the students

777 Li yeah umm ((*pause*)) erm and to be you know to to to to sort of try and
 778 make the students interested in the lesson and in you so sort of just be
 779 nice to the students

780 Sue mmm I was going to say cause you said before like about smiling how ...
 781 you know she she has to smile in fact you said that was part of credibility

782 Li yes well yeah I mean ... yeah I mean for the evening courses you do
 783 because I mean they are paying customers as I said before so you do have
 784 to make it look as though you're sort of glad that they're there because it I
 785 mean it's just sort of ... I mean even if it's completely false it just sort of
 786 gets this this thing onto a sort of friendly positive sort of atmosphere

787 Sue do you find it's false then or do you find it

788 Li no I don't find no I don't find it's at all false but say that one you know
 789 maybe you go in one day and you really don't want to go into the lesson
 790 the fact that you're sort of used to going in and being cheerful you do it
 791 sort of automatically so it works sort of automatically I don't I mean I
 792 don't think that it's very good at all for a student for the teachers to go in
 793 and say oh how fed up I am sort of thing because I mean it has a sort of
 794 you know bad effect on on on the students I mean you just don't ... why
 795 should why should the students sort of make the effort if the teacher isn't
 796 I mean ok the student's paying and everything and wants to learn but it's
 797 just not very polite really

798 Sue mm mm mm I see what you mean yes mm that's interesting
 799 ((*pause*))

800 Sue but they should be you should you said she should be friendly the teacher

801 Li yeah yes of course
 802 Sue genuinely
 803 Li yes
 804 Sue try to be genuinely friendly as far as possible
 805 Li yes yes and of of course not show favouritism or anything like that you
 806 know not not show if you can't stand them
 807 ((laughter))
 808 Sue do you think you manage to do that
 809 Li I think so yes but I mean (I mean) I do have a bit of a hard job not with
 810 university courses but sometimes you have courses like at the Bonaschi³⁰
 811 where you say oh my goodness what a lot of you know
 812 ((laughter))
 813 Sue you have to try not to sound absolutely exasperated
 814 Li yeah and you have to try not to sound exasperated and you have to try to
 815 sort of you know pretend to be interested in them ... I mean you normally
 816 don't have that sort of trouble I mean normally they are nice and I mean
 817 it's just I mean it depends sort of how you feel as well but ... but it's you
 818 know you can't sort of get a good working atmosphere if if if they don't
 819 feel that you've got a sort of positive idea of towards them
 820 Sue mm mm mm
 821 ((pause))
 822 Sue and a good learner what are the qualities of a good learner
 823 Li didn't we do this before
 824 Sue no we did well sort of in a different way
 825 ((laughter))
 826 Li right a good learner well umm ... concentration which comes from
 827 motivation which can be extrinsic or intrinsic but obviously the sort of
 828 very strong one is extrinsic motivation because they know they've got to
 829 you know sell machinery or whatever erm ...erm I think that some
 830 people have got the right GENES to learn languages³¹
 831 ((laughter))
 832 Sue and if they haven't we'll give them a pill
 833 ((laughter))
 834 Li yes
 835 Sue so you do believe there's such a thing as a naturally gifted language
 836 learner
 837 Li er not naturally gifted I think that there's a great deal of difference in in in
 838 in ability language learning as there is in everything
 839 Sue innate ability
 840 Li innate ability yes as there is in everything
 841 ((laughter))
 842 Sue and what are the qualities that makes a student

³⁰ Vocational school where Linda also taught some courses

³¹ Reference to a recent discussion we'd had about nature vs. nurture and the current trend to attribute everything to biological factors and see solutions in pills, where Linda had supported the biological view more strongly than I had.

- 843 Li and no the other thing the other thing the other thing is like you have a
 844 sort of certain willingness to suspend any doubts or disbeliefs so that you
 845 can sort of tolerate that something is like that even though you don't
 846 understand why ... and I think that's very important
- 847 Sue and looking at it from another point of view I mean what are the qualities
 848 Li and that's why the credibility of the teacher is important
- 849 Sue because because they have to accept that they so they have to believe in
 850 the teacher oh that's yeah I can see that
 851 ((pause))
- 852 Sue and what are the qualities of a learner that makes them good to have in
 853 the classroom I mean are there any extra qualities apart from I mean that's
 854 sort of talking about their actual ability to learn the languages but what
 855 about from the point of view of ... making them good to have sitting in
 856 front you in the classroom
- 857 Li well the ones who ... erm who are not shy really tend to be ... better from
 858 the teacher's point of view cause they're sort of always willing to ... um
 859 you know make a remark or ask a question or something in front of the
 860 others oh even this class started doing it even the other day it was quite
 861 oh cause we had that thing about um what do you do you know that you
 862 they're supposed be doing I'll open the window I'll uh uh uh it it's cold in
 863 here so I'll open close the door I'll turn up the heating and all that and
 864 then (we were) sort of doing it teacher class just so so sort of get the hang
 865 of it and then I said all right it's hot in here (say) ok well I'll open the
 866 window ((laughing)) and one of them goes oh I'll undress
 867 ((laughter))
- 868 Li (I mean) it was ever so good cause all the others really laughed cause
 869 we'd just done undress in you know with the clothes so (unint.) you
 870 know it looks as though they've sort of there is there are I can't remember
 871 who it was I don't know who it was I don't think I even saw who it was
 872 but you know that's the sort of thing that you know the group sort of gels
- 873 Sue yeah that's the sort of person (all right then let's)
- 874 Li ((laughs))
 875 ((laughter))
- 876 Sue sort of person you want in your group really (you know) you've already
 877 spotted that person that
- 878 Li ((laughing)) (only) I can't remember who it is but there there are
 879 definitely one or two like that in this group
- 880 Sue so what makes a good group then
- 881 Li erm that they kind of that they they they include each other they're
 882 willing to co-operate umm obviously they have to be more or less the
 883 same ability because it does get a bit tiresome for the good ones if they're
 884 always having to pull along somebody who's a bit weaker which
 885 happened in the group last year I'm afraid to say
- 886 Sue oh did it
- 887 Li mm there was this girl who was really weak
- 888 Sue oh dear and didn't want to change

- 889 Li (not only) was she weak in languages she was a bit funny in the head as
 890 well she was (unint.) I mean the others were so nice to her they were
 891 always really nice but I mean I tried to make sure she sat with different
 892 people not with Paglierini³² for example
 893 ((laughter))
- 894 Li she was a bit of a pain ((laughs))
- 895 Sue oh dear
- 896 Li ((laughing)) I had to put the pretty ones with him
- 897 Sue ((laughing)) yeah
- 898 ((laughter))
- 899 Sue so you do try like when you put the students into groups you do try to
 900 really take into consideration
- 901 Li erm well the thing is in that room where I am you can only really put
 902 them in pairs so I mean the only thing that you can really do without
 903 making a whole palaver like get out of your seats and find somebody
 904 with the same favourite colour as you which is a bit you know is just sort
 905 of when they come in say you sit here you sit there because in that you
 906 know try to make sure that you know that the boring people don't sit
 907 with the same person all the time sort of thing or Paglierini doesn't
 908 ((laughing)) always sit with a studente from Economia or something try
 909 and give him somebody from a different faculty
- 910 Sue try and give him the pretty girl as much as possible ((laughs)) oh dear
 911 ((pause))
- 912 Li but I haven't got any docenti³³ in this course it's quite good
- 913 Sue so does that make you feel a bit
- 914 Li mm I'd rather not have them if I'm honest
- 915 ((laughter))
- 916 Sue cause you feel a bit inhibited by them
- 917 Li no not inhibit yeah inhibited you think oh ((pause)) I don't really know
 918 what it is but it's not that they're going to say that your teaching's wrong
 919 or anything cause I don't think they are ... I don't know what it is I just
 920 feel well I suppose you wouldn't want one of your friends in your course
 921 really (it goes down) to that business probably of being a different person
 922 in the classroom from outside
- 923 Sue right different roles and different mm
- 924 ((pause))
- 925 Li I mean I wouldn't like to have a friend in one of my classes would you
- 926 Sue no I wouldn't either
- 927 Li I think it's the same as that
- 928 Sue no I think that's the same yeah the same sort of think really yeah if you're
 929 going to make a complete fool of yourself it's better to do it in front of
 930 strangers
- 931 Li yeah ((laughs))
- 932 Sue what let's carry on with the idea of learners actually that's the last thing in

³² A professor from the Economics Faculty who was in Linda's group the previous year

³³ University lecturers

- 933 fact the idea of learners erm do you have any preference for the level that
 934 you teach
 935 ((*pause*))
- 936 Li well teaching beginners gives a lot of satisfaction cause you can really see
 937 how much they learn and also they tend to become very sort of attached
 938 to you they have very strongly that so it's quite nice from that point of
 939 view although it's very hard work cause you have to plan everything so
 940 carefully and give them so much reassurance all the time etc so I mean
 941 there's for and against I've never it's ages since I've done an advanced
 942 course did I do an upper-intermediate once
 943 ((*pause*))
- 944 Sue you did two you did it was upper-intermediate that one when I observed
 945 you for the ((*Master's*)) two years ago that was an upper-intermediate
- 946 Li what that (unint.)
- 947 Sue Claudio
- 948 Li they were upper-intermediate were they
- 949 Sue mm they were yes
- 950 Li well I liked doing THEM ... they weren't very upper though they were
 951 fairly sort of intermediate
 952 ((*laughter*))
- 953 Li I liked doing that group erm ... er and I like doing elementary as well
 954 because there's a lot you can do with elementary students cause they you
 955 know they've just they've got sort of got the hang of it I mean whatever
 956 you do it's sort of fun and exciting and they like it and they learn
 957 something but it's not quite such hard slog as doing beginners I don't I
 958 don't really mind doing any levels really
- 959 Sue why do you like upper-intermediate
- 960 Li well no I mean I liked that group because partly because they were a good
 961 group but I mean obviously if you do have an upper intermediate then
 962 you can ... I mean in a way it's sort of easier because maybe ... um there's
 963 more a wider variety of activities you know listening and you know
 964 speaking activities that you can do that you that they can manage umm ...
 965 er ... um but erm ... well I mean it's not as though you don't have to
 966 prepare though because you do have to prepare ... maybe not as much
 967 not so minutely as for beginners but you certainly have to know what
 968 you're talking about cause you could very easily come unstuck if you
 969 start doing like relative clauses³⁴
 970 ((*laughter*))
- 971 Sue gosh you've not forgotten that
- 972 Li well no you know what or whatever it is ((*laughs*))
- 973 Sue that was a very good group though that was (unint.)
- 974 Li mm yes they were very nice weren't they
- 975 Sue talking about group cohesion and things like that
- 976 Li yes cause they had that jolly person and all the rest of them were sort of

³⁴ Reference to an episode I observed with the upper-intermediate group mentioned where Linda got into difficulties with explaining relative clauses

977 (unint.)
 978 Sue well they had that what was his name as well that one with the funny
 979 name that older one
 980 Li mmm ye:s ((laughs))
 981 Sue oh but he was good to have in the group
 982 Li oh yes he was yes yes yes he wasn't shy about saying things coming
 983 forward
 984 Sue and one of the girls was quite forthcoming as well
 985 Li yeah no there were a lot (in that) group there were a lot of nice people in
 986 that group
 987 Sue yeah it was very good that group was that was an excellent group
 988 Li mm ... mm so I mean mm yeah I mean every level has its pro pros ...
 989 drawbacks and advantages really
 990 ((pause))
 991 Sue and are there any particular kind of learning styles or learning strategies
 992 that you try to encourage in your learners and any that you try to
 993 discourage
 994 ((pause))
 995 Li I don't think I do an awful lot on learning strategies really because I tend
 996 to take it I tend to think that they should already know but I mean of
 997 course it's wrong because they don't but umm well I mean I don't
 998 encourage to memorise things ... erm ((pause)) I do encourage them to
 999 look up pronunciation you know when they learn a new word ... I mean
 1000 you know try to sort of give them things or give them a you know basic
 1001 sort of autonomy ... I mean you know obviously do loads of reading
 1002 skills although not so much with the ((language centre)) courses erm but I
 1003 mean you know it depends on the situation er ... er I mean I do try to to
 1004 to to to with any groups not to sort of have them too reliant on sort of you
 1005 know authority input from me I mean you know what whatever it is I ...
 1006 I always either sort of say you know you can find this i:n a grammar
 1007 book or a textbook or you know the ... grammar page or whatever
 1008 Sue so go work it out for yourself sort of thing and come back to me of you've
 1009 got a problem
 1010 Li yeah umm yeah
 1011 Sue is that what you mean by autonomy when you say you try to encourage
 1012 Li yes yes I mean I try to see that they try to show them you know that
 1013 whatever the information is they can get it from me but not only from me
 1014 because they can also find it in these other places
 1015 Sue right right yeah
 1016 Li umm ((pause)) erm ((pause)) er I mean I don't concentrate too explicitly on
 1017 actual learning strategies ((pause)) because I don't think I mean I mean
 1018 I've done it sometimes but ... umm ... well I mean for a Centro
 1019 Linguistico course anyway they haven't sort of got that urgency to ...
 1020 kind of you know get somewhere fast very often so they're not I don't
 1021 mean that they're not bothered about learning but ((pause)) but erm .. you
 1022 know it's not so so sort of important to them to think that they know how

1023 to learn it's sort of just important to think for them from their point of
 1024 view sort of they're learning English rather than learning learning
 1025 Sue learning how to learn yeah yeah yeah so it's you don't think it's not
 1026 necessarily always relevant actually to teach them strategies as opposed
 1027 to
 1028 Li no I mean it I mean it should be it's just that it's just I mean you get quite
 1029 a lot of learner resistance to it (sometimes)
 1030 Sue cause they tend to think that you're the teacher and you should be telling
 1031 me this not I should have to go and find it out for myself
 1032 Li mm mm mm mm mm mm but also you know I knows I know how to use
 1033 a dictionary and all that sort of thing
 1034 Sue which of course they don't necessarily
 1035 Li which of course they don't necessarily but of course some of them do
 1036 Sue some of them do yeah
 1037 ((laughter))
 1038 Li (I mean) they're not ALL complete idiots
 1039 Sue no no ... and what sort of roles do you like the learners to take in your
 1040 classroom
 1041 ((pause))
 1042 Li ((laughs))
 1043 Sue do you expect them to take
 1044 Li erm ... well I like them to participate I mean I the trouble is with being
 1045 sort of say with being I mean particularly in faculty courses but anyway if
 1046 you say (say you know) I'm the authority and I know is that they don't
 1047 tend to take so much initiative and so I always try to encourage them you
 1048 know particularly like things like that boy saying oh ES means energy
 1049 saving sort of sort of bring that out so that everybody knows that this
 1050 class as well has got something to offer
 1051 Sue what about the evening courses the roles that you ... expect your learners
 1052 to have in those
 1053 Li erm ((pause)) other roles umm
 1054 ((pause))
 1055 Sue what about in the evening courses
 1056 Li well I mean I umm ... I mean I think it's probably like a sort of personal
 1057 thing but I don't like it if I think that they're not listening to me while I'm
 1058 talking and that's one reason why I try to limit teacher class cause
 1059 obviously the more you do the more of it goes over their heads sort of
 1060 thing
 1061 Sue and Italians are dreadful for not even pretending that they're listening
 1062 Li mm mm mm yes ... er so I mean I do like them to sit there and listen
 1063 when they're when they're supposed to sort of thing er ... umm ((pause))
 1064 yeah that's all I think (unint.) I mean um I mean for the evening classes if
 1065 they don't do their homework it doesn't particularly bother me I must say
 1066 because I think well that's up to you I mean it doesn't bother me from the
 1067 faculty either cause I think well you know that's up to you
 1068 Sue so sort of personal responsibility take responsibility for (unint.)

1069 Li mm yeah yeah yeah
 1070 Sue and how do you feel like like you know you said you if one of them takes
 1071 the initiative in the evening classes as well I mean are you quite happy for
 1072 them to kind of take things in hand
 1073 ((*interruption – cause not clear*))
 1074 Li now what was what were we saying am I happy for them
 1075 Sue to take the initiative
 1076 Li take the initiative umm
 1077 ((*interruption – cause not clear*))
 1078 Sue ((*laughing*)) right about three quarters of an hour ago we were talking
 1079 about no two hours ago ... initiative
 1080 Li do I mind if learners take the initiative
 1081 Sue yeah
 1082 Li er er no I think it's a good thing obviously you don't want to derail the
 1083 lesson for too long I mean if you've got a set plan which you normally
 1084 have however vague you want to kind of get there and so you don't want
 1085 the learners to sort of say oh good you know we can talk about her
 1086 holiday in Scotland or something and then we won't have to do any work
 1087 however if it's something that they're all obviously interested in then you
 1088 can either say use it as a warmer use it as a closing activity I mean that's
 1089 quite useful you say right at the end few minutes ok let's go back to what
 1090 so and so was saying or you can do another lesson on it but you know
 1091 and I don't like them to sort of think that they can take it over and do
 1092 what they like because well you know I mean that's not their role
 1093 Sue right going back to roles
 1094 Li they're there for you to give them the indications on what they should be
 1095 doing
 1096 Sue do you normally find in terms of planning I mean you were saying you've
 1097 got a sort of a vague plan of what you want to get through before the end
 1098 of the lesson do you normally find that you get get through it
 1099 ((*pause*))
 1100 Li yeah I mean obviously I don't always time the activities right and
 1101 everything but erm if you do find you're short of time I normally sort of
 1102 curtail the last activities in some way or you know change them a bit or ...
 1103 yeah I mean I would try to kind of make every lesson a complete in itself
 1104 so that they don't get the feeling that there's something hanging over
 1105 until next time with the exception of when you're working through a
 1106 particular course for example Pharmacy where you think well you know
 1107 we have to do this exercise next time because it's important and you need
 1108 it but I mean ... only in that case
 1109 Sue do you think there's any aspect of language that's particularly important
 1110 for learners to know I mean would you say there's one thing that's more
 1111 important or one or two things that are more important than others
 1112 Li well it depends why they're learning doesn't it I mean
 1113 Sue what about evening courses
 1114 ((*pause*)).

1115 Li er ((*pause*)) well no I mean I do think that ... if they even if they don't kind
 1116 of even if they aren't able to use it productively if they have a sort of
 1117 sound understanding of grammar rules basic grammar rules... er that's
 1118 helpful to them ((*pause*)) er but erm you know not that they have to be
 1119 able to recite the rule or even put the rule into practice but just say oh well
 1120 you know that's erm an -ing form because that's a preposition or
 1121 something like that I think that that's helpful
 1122 Sue mm mm so actually be able to kind of analyse the language
 1123 Li mm mm
 1124 Sue ok thank you
 1125 Li is that all
 1126 Sue yeah I mean I've practically finished you see have you got any questions
 1127 Li no no

Appendix E

Categories from data analysis

Below is a brief gloss of each of the categories and sub-categories that developed out of the data analysis.

A. The teacher's own learning experiences

This category concerns what the teachers say about all aspects of their own learning experiences before becoming an ESOL teacher, both formal and informal, mostly language learning but also other subjects. Experiences of ESOL teacher training are excluded from this and put in a separate category, as they involve conscious and direct reflection on language teaching and learning and are therefore considered to be different in fundamental ways.

Subcategories are:

1. Good/bad language learner
Whether the teachers generally consider themselves to be good or bad language learners on the basis of their previous language learning experiences.
2. Own teachers
What the teachers say about their own teachers, at all levels of education, both in affective terms and in terms of teaching ability.
3. Own language learning strategies
Explicit accounts of strategies the teachers consciously adopted in their own language learning, both formal and informal.
4. Motivation
Accounts of personal motivations during language learning experiences, both formal and informal.
5. Methodology
Recollections of the method followed during formal language learning experiences.
6. Superiority/inferiority
The teachers' own sense of superiority or inferiority over their peers and/or teachers.

B. Career and Development

This is a broad category encompassing all aspects of the teachers' careers from initial training and experiences to their current situation.

Subcategories are:

1. Teacher training
Accounts concerning teacher training experiences, both in TESOL and in other subjects.
2. Reasons for becoming an EFL Teacher
Explanations of the reasons for going into English language teaching in the first-place.

1. Initial feelings
Recollections of feelings during early experiences in the classroom.
2. Influences
What or who has influenced the teachers' teaching. These may be explicit accounts or be implicit in what is said. Possible influences mentioned are the teachers' own language learning experiences, teacher training, experience, colleagues.
3. Experience
References to the role of experience. Experience can be seen either as a conscious resource or as an automatic response.
4. Colleagues
References to colleagues, especially to professional relationships and their role in the teacher's professional life. Colleagues may be seen either as a support or as an obstacle.

C. Teachers

What it means to be a teacher, as expressed both in personal terms and more abstractly. This is essentially concerned with roles.

1. Professionalism
The teachers' comments concerning the importance authority and credibility in teaching. This can be further sub-divided into comments concerning
 - a. the given authority of the teacher role
 - b. the given authority of teacher knowledge
 - c. the earned credibility of the teacher role
 - d. the earned credibility of teacher knowledge
2. References to the subject
The teachers' ideas about the role of subject matter in teaching, but also their attitudes towards the subject matter in general.
3. Own personality
Any comments the teachers make about their personality in general, not necessarily related directly to being a teacher.
1. Teacher as a non-language resource
This concerns teacher roles that go beyond language teaching, either into other subject areas (teacher as general educator) or even outside teaching (teacher as problem-solver).
2. Teacher roles
This concerns all aspects of how the teachers see their role, and can be further sub-divided into classroom roles and professional identity.

D. Learners

How the teachers see learners as the other part of the teaching/learning process. This is essentially concerned with roles and attitudes.

Sub categories are:

1. Roles
The roles that the teachers see the learners as playing in the language learning process. These may be seen either in relation to the teacher or in

relation to other learners.

2. Participation

The role of participation in the learning process. Again this may either be related to the teacher or to other learners and may be positive or negative.

3. Learner personality

What the teachers say about different learner personalities both in the abstract and with reference to specific learners.

4. Motivation

The role of learner motivation in the learning process

E. Teachers and Learners

Any aspect of how the teacher sees his/her relationship with the learners, expressed both explicitly and implicitly. The subcategories are:

1. Relationships with learners

Limited to how the teachers believe they get on with their learners and the importance or otherwise of this.

2. Considering learners needs, wants and feelings

This is a very broad category encompassing all those comments where the teachers seem to be thinking of the learners' needs and wants and feelings. This can be sub-divided further into

a. language learning needs

b. affective needs

c. need for convergence

3. Learner progress

Comments concerning learners' progress or lack of it. These may be focused on teaching or on the learner.

4. Different learner groups

How the teachers see the different groups they work with. This includes both levels and different types of groups.

5. Attitudes to learners

Teachers' implicit expressions of their attitude towards learners, for example, negative attitudes such as exasperation.

F. Teaching

The actual process/activity of teaching in all its aspects, both inside and outside the classroom. This is essentially a practical category. There is an extra level in this category as teaching is divided into what takes place outside the classroom (Preparing) and what happens inside the classroom (In the classroom). Again, each has its own sub-categories.

A. Preparing

This is concerned with aspects of the process/activity of teaching which occur outside the actual classroom, in preparing for lessons. Subcategories are:

1. Preparation, planning and organisation

How the teachers see the role of preparation, planning and organisation in teaching in the abstract and also concretely how they prepare and

plan (or don't) their actual teaching. This may refer to both long and short term planning.

2. Materials

The teachers' opinions and use of materials in their work. This includes both the textbook, in-house and supplementary materials.

3. Creativity/innovation

The role of creativity and innovation in teaching, usually connected to materials.

4. Hobby-horses

The teachers' comments concerning what they like to do in the classroom.

B. In the classroom

This is concerned with aspects of the process of teaching that occur inside the classroom, during the actual lesson. Subcategories are:

1. What is taught

What the teachers say about the various aspects of the language (skills, vocabulary etc.) in connection with their lessons and in general. This may be seen either from the teacher's point of view or the learner's.

2. Classroom activities

The types of activities that the teachers say they use or avoid in the classroom, together with the reasons.

3. Methodology

The method that the teachers say they use in the classroom. This is usually implicitly, rather than explicitly expressed.

4. Classroom management

What the teachers say about how the classroom is organised for learning, preferences and reasons. Again this may be either from the teacher's or the learner's point of view.

5. Teacher talk

The teachers' comments about their own talk, how they talk and what they say

6. Use of L1

In monolingual groups, how the teachers see the use of L1 in the classroom, both theirs and that of the learners.

7. Correction

The teachers' comments on the how, when and why of correction in class.

G. Theorising

All references, implicit or explicit to a theory of language teaching and especially of language learning, including comparisons between theory and practice.

1. Theory vs. practice

Where teachers say, either explicitly or implicitly, how they see the relationship between the theory they've learned (usually in teacher training) and their own practice.

2. SLA

All references, explicit and implicit, to how the teachers believe languages are learned.

3. Folklinguistic theories

The teachers' use of 'jargon' when talking about any aspect of teaching and learning.

C. External Constraints

All aspects of the teachers' situations that they see as impinging on their professional life in some way. Subcategories are:

1. Working conditions

Talk (usually complaints) about working conditions. This may concern pay, contact or resources.

2. Time and energy

Lack of time and energy as the reasons for not doing things.

3. Wishful thinking

All the things the teachers say they would be able to do if only conditions were different

4. Resources

The role that resources, or, more frequently, lack of resources, play in the teachers' professional life.

Appendix F

Sample coding of interview data

Below is an example of how part of an interview was coded, using the categories in Appendix E. The numbers on the left refer to the tape counter numbers.

Linda - Interview 2 - 1-12-99 (our office)

000	tape starts with opening chat already started. Linda asks who else is being interviewed.	
012	S umm I just wanted to pick up start off by picking up one point from last time	
014	L are you supposed to do that pre chat ((laughter))	
015	S I don't know L go on	
016	S umm you know last time when you were sort of saying how you're last minuteish and you never sort of prepare your lessons beforehand and all that do you think there's a particular reason for that ... I mean not that you don't prepare them but like you don't prepare them a week in advance or	Teaching - preparation - planning (lesson-by- lesson)
020	L ((pause)) yeah because I don't like to commit myself too far in advance ...	Teaching-preparation- planning (lesson by lesson)
022	S but commit yourself to what ...	
023	L oh I mean considering that I'm like that for everything not just for lessons	Teachers - personality
025	S oh right ((laughs))	
026	L er I just sort of think ... that ... like at the moment that you're there you make the best decision you decide something better like a few minutes before the lesson than you do say a few hours before the lesson	Teaching - preparation - planning (lesson by lesson)
030	S but because because you can kind of pick up things that come to mind at the last minute	
031	L yeah yeah because everything's more immediate you remember sort of the exact situation the exact people you've got erm ... if any questions come up erm erm I don't know I just find that I always think of things at the last moment whereas I never manage to think of them I mean yesterday Sue er ... on Monday I was sitting here for about an hour trying to think oh what shall I do in that lesson on Wednesday ... and it was with the first year you know cos I'd finished unit six I didn't want to start unit nine which was the next one and I was sitting there thinking oh what shall I do what shall I do and I just knew there I mean not because I said to myself oh I won't think of it but I	Teaching - preparation- planning (lesson by lesson)

Example

	just thought oh you know and without that sort of pressure I didn't think of it and I only thought what I could actually do yesterday afternoon sort of sitting I think it was ... some time in the meeting or something like that I suddenly thought oh yeah that's what I've got to do and riding home on my bike I thought yeah that's what I've got to do so I actually prepared it this morning I got up early to do it because er I just don't work very well if I'm not under pressure		
050	((laughter))		
	S yeah so it's a sort of pressure thing		
051	L cos when I sort of thought about it it was perfectly obvious what I had to do it's just that I didn't manage to get it into place you know when I was actually here		
052	S until you were actually under pressure ((umm)) but er I mean don't you ever find that you kind of worry that ... you're not going to have the lesson ready or		
054	L no ... cos with ALL the disasters I've had I've realised that even if you don't have anything ready with the amount of experience that I have you can just make it up I never worry about that I really don't		Career and Development - experience
058	S what sort of disasters have you had		
059	L well like that time when I left all the photocopies ((laughs))and I had about a hundred students and I'd promised them we would look at a past paper I mean ((laughter))		Example
062	L ((laughing))and I thought golly this must be the worst thing that I've ever DONE		
	S ((laughs))		
063	L and then I thought but you know there's bound to be a solution if I just think and there was ((pause)) you know I don't really worry about being unprepared		Teaching - preparation- planning (lesson by lesson)
065	S no no ... so can we can on then from there to sort of how you actually		
067	L I mean I like to give the IMPRESSION of being prepared of course I don't like I mean I didn't want the students to know that I'd FORGOTTEN it I didn't you know ((overlapping speech)) forgetting very ((unint)) I mean that was a different you know sort of accident it wasn't I mean it was my fault but you know there were attenuanti let's say I mean I don't want the students to think oh she decides sort of I mean I think once you've got an overall plan or say if you've got a textbook you know you know roughly where you're going the sort of thing you're doing and specially I think it's specially		Teachers - appearances
			Teaching - preparation - planning (lesson by lesson)

- important if you say one lesson oh we'll look at that another time that you do actually pick it up another time I mean I think that's very important ... BUT er no that's all
- 078 S important sort of as to give the students
- 079 L oh no to give you credibility because I mean they are things that they actually need to know I mean if you say oh we'll look at that another time it means it's something that you know that they want to do that needs doing
- 081 S um um um ... and then in terms of kind of preparation cos that was another thing in fact you did cos you did mention materials as well quite a lot and textbooks you were just saying now as well I mean so taking it on sort of a lesson by lesson basis how do you decide each what you're going to teach
- 085 L well I just follow the textbook don't I
- 086 S do you yeah yeah do you find textbooks satisfactory
- 087 L erm ((pause)) well no correction I mean if it's a good textbook then you just follow the textbook if it's a textbook that somebody else had inflicted on you and it's not good
- S ((laughs))
- L ((laughs))
- 091 S like Look Ahead ³⁵
- 092 L yeah however that doesn't happen so much nowadays luckily erm
- 093 S because you don't let them or because textbooks have improved
- 094 L no it's cos just in different circumstance I mean I was stupid that time ... how I didn't realise um ... erm er then I mean then it's sort of like a sort of long term or medium term sort of plan so you just think just follow it if you don't have a good plan long term plan to follow like for example doing this 1st year readings course with Readings for Research³⁶ which is you know I mean I mean you keep saying oh in unit one we did this I mean they weren't there in unit one so ((unint)) then umm then obviously a bit more difficult and you have to try and do things I mean I mean for the 1st year course I did things that I thought I would probably want to put in the exam ((pause)) and that's sort of a backwash effect taken to very strong extremes let's say ((laughs))
- S ((laughs))
- Teachers - professionalism
- earned credibility
- Teachers and Learners -
learners' needs - language
learning
- Teaching - preparation
- materials
- planning
- planning/materials
- Teaching - preparation
planning/materials
(textbook)
- Teaching - preparation
- planning (long term)
- materials (textbook)
- Theorising -
folklinguistic theories

³⁵ This is a reference to an episode some years earlier when Look Ahead was imposed on Linda for a language centre course and she didn't like the book at all.

105	L	but then again why do we put them in the exam because we worked out they were useful so I thought well you know that's acceptable but also sort of do things which they feel that they're doing something useful sort of to have credibility mainly in this type of situation	Teachers and Learners - learners' needs - language needs Teachers- professionalism - earned credibility
109	S	in this er	
	L	in this faculty	
	S	this faculty what about the evening courses are they different	Teachers and Learners - different groups(type)
110	L	erm ... well ...yeah cause I mean there you're not working for an exam and I mean I haven't even ...I mean obviously you do some sort of sort of what type of English do you want to do have you got anything uh but I mean er because all all if there are any needs they're going to be very disparate really you get you know doctors and lawyers and your person who sells computers and all that you can you can only really do so much about it anyway so	Teachers and Learners - learners' needs- language needs
117	S	don't tell me they want to do films ((laughs)) and music and things like that I was sort of thinking of the pharmacy students again you know ³⁷	
118	L	well they they might but but they probably won't because they sort of know that they've paid for this course out of their own pocket so they probably just want to improve their speaking or something easy like that	Teachers and learners - different learner groups (type)
121	S	do you follow textbook with them as well generally is that generally how you prepare your lessons for evening courses too	Teaching - preparation - planning (long term) - materials (textbook)
122	L	erm ... yea:h yeah yeah but then like if there's something that I think would be nice or you know some good idea like say for example erm ((pause)) say for example you missed a lesson last week and you can sort of practise the past tense by saying what did you do last week instead of coming to lessons sort of thing I'd add sort of things that are that are relevant to the sort of you know the situation of the class sort of thing	Teaching - in the classroom - activities - what's taught
128	S	um sort of the immediate context	
	L	um um um	
129	S	and what do you look for in your textbook I mean now you're trying to choose a textbook at the moment aren't you so	Teaching - preparation - materials (textbook)
130	L	((pause)) right something that is ((pause)) not so much gives clear explanations but uses ... believable authentic sort of exemplifications of its	

³⁶ A course book we were writing jointly at the time and we were piloting the materials so the units weren't in order

³⁷ This is a reference to a joint needs analysis we had carried out together with pharmacy students, expecting them to identify scientific English as their main need, when in fact the majority of the students maintained what they really needed English for was to watch films and listen to songs.

	explanations you know not that old textbook language		
135	S um um not the pen is on		
	L like these are these are my shoes and those are hers not that type of thing that you get say for example in Look Ahead ... erm no clear explanations as well but um you know considering that the teacher's there to supplement the explanation (of the course it's a bit secondary) erm and it depends what sort of class sometimes you look for erm ... erm ... you know good workbook with enough homework stuff er obviously you try and think that you don't want the students paying money for a whole big book that you're only going to use a quarter of but that's a bit inescapable sometimes erm ... um ... not necessarily some something that's got lots of readings texts and listening texts because those are the sort of things that are fairly easy to supplement but something that's got lots of sort of erm activities and things for the students to do you know exercises so you don't have to make them all up	Teachers - roles - classroom roles	Teachers and Learners - learners' needs- affective needs
148	S right right ... so so how do you feel about preparing your own materials about preparing something	Teaching - preparation - materials (in- house)	
150	L well I like preparing my own materials I would rather do that all the time if we had time ((laughter))	External Constraints - time and energy	
151	L I enjoy it actually		
152	S yeah it's just a question of time as usual that you can't		
153	L yes and also photocopying and credibility and everything like that	Teachers - professionalism - earned credibility	
154	S credibility of your own materials		Teachers and Learners learners' needs- affective
	L um well students like to have a textbook don't they they think we're doing this book ...and if it's a dispensa or something done by you they think uh ((laughter))		
156	L it's got misprints in it ((laughter))		
157	L oh look she forgot to mix them up ((laughter))		
158	S (yeah that was the pharmacy) I'd written it on you didn't see the notes I'd written did you in time ³⁸	Shift from interviewer to colleague	
	L no		
	S cos I'd actually written mix these up		

³⁸ Reference to a multiple choice reading exercise Linda had prepared for her lesson and that she'd asked me to check. She'd forgotten to mix up the answers.

161	L	no no so I said ha ha ha (we've got to write) ((unint.)) you might have noticed ((unint.)) they laughed because I told them there would be some mistakes in it and they didn't mind and I mean they did the exercise anyway because it wasn't obvious oh and then this morning ((laughing)) I did an exercise on the OHP for the first years and it was a b c and about six out of the eight questions the answer was b		Example
165	S	oh no but that can sometimes be more difficult cos they think		<i>still in 'colleague' role</i>
	L	well I know I know I mean I didn't don't think it's really serious but I mean obviously if you have time		
168	S	is that one out the book		Teaching - in the classroom - what's taught
	L	no it's one I made up this morning to practise inferring cos you know appunto having to adapt Readings for Research		
	S	cos it's too difficult		
170	L	plus we did techniques of inferring what do you need and all that and then I picked out some more words that strangely enough we hadn't picked out ((laughs))		Teaching - in the classroom - what's taught
	S	oh no ((laughs))		
170	L	I know cos I mean it's so difficult for them the book so there's lots of scope ((laughing)) (got about) TEN words in one paragraph you know too high density really for anybody to ((laughing)) possibly infer but never mind ((laughs))		Teaching - preparation - materials (textbook/in-house)
175	S	oh dear what a disaster ... how disastrous our book		<i>Still in colleague role</i>
176	L	((laughs)) well actually I would quite like I would really like to write a a more more basic one it really would be useful		Teaching - preparation - materials (textbook)
177	S	yeah one like the psychology one I think it would be yeah		
	L	mmm		
178	S	especially in this context		Teaching - preparation - Materials (supplementary)
	L	mmm very useful		
179	S	yeah yeah ((pause)) what other sources do you sorry what other resources do you use to prepare your lessons apart from the textbook do you have any preferences for		
180	L	ermm sometimes advertisements they're quite good you know like advertisements for ... umm ... erm holidays and things like that umm ... those lists you get in the Sunday papers like top 10 films top ten books best sellers and that they're quite good you know just for little		Teaching - in the classroom - activities
184	S	what do you do with those oh sort of ranking		
185	L	oh so no you know I get them to compare whether they've read them whether they've seen them you know just little warmer things they're quite good really I invented that myself ... umm ... er oh yeah videos quite a lot of TV		

- programmes I videoed like things like erm ... erm well those programmes that are fairly general interest like erm ... you know those the end of the year programmes look back at 1998 and those things they're quite good cause you know they're fairly accessible let's say fairly interesting and then I used another video which off the (real) BBC which was those you know those group of people I think I told you this didn't I you know that the BBC followed this group of people well not the BBC but it was a research project all born in same year or something and they interviewed them every so often and I (got) one of those and it was really quite good cos they're sort of just ordinary people talking about their life
- 197 S so what do you do with the students then sort of comprehension
- L yeah yeah yeah and also discussion you know would you like to be this person sort of you know this person's life and that sort of thing you get quite a lot out of that actually it's the sort of thing I mean I suppose that I like doing that sort of thing because I'm quite interested in people but I think most of the most of the students are really
- 201 S you find that generally goes down quite well
- 202 L yeah well maybe because you get that type of student in the course in these courses in the university and er Centro Linguistico courses you get quite a lot of women girls you know
- S interested in other people interested in life in Britain and things like that
- 205 L yeah mm
- S ((pause)) and what about so when you've got all your material and you've prepared it all and you go in your lessons talking about the evening courses
- 207 L I didn't say that ((laughter))
- S all right then what do you do ((laughter))
- 209 L ((laughing)) I just show the video and then say right what about that then ((laughter))
- 210 L ((laughing)) they say but I didn't understand it what did he say when no yeah anyway in theory you make some sort of sketchy preparation ((laughs))
- S if you've got time presumably we always get back to that if you got time
- 212 L yeah mm mm
- S no I mean in general in your evening course lesson what sort of are there any activities that you particularly favour and any that you particularly try to avoid
- Teaching - preparation - materials (supplementary)
- Teachers and Learners - learners' needs (language/affective)
- Teaching - in the classroom - activities
- Teaching - preparation - hobby horses
- Teachers - personality
- Teachers and Learners - learners' needs (affective)
- Learners - personality
- In the Classroom
- Teaching - preparation - lesson by lesson
- Teaching - in the classroom - activities

215	L	((intake of breath)) well I don't like doing a lot of teacher class but particularly at the beginning of the course you do it because they like to sort of ... look round the class and think oh we're a class and that's our teacher sort of thing	Teaching - in the classroom management Teachers and learners - learner needs - affective
217	S	but why don't you like doing teacher class	
218	L	well no I mean like for speaking I mean I don't think it's I mean it's obviously not very very a very good use of time to have 20 people listening while one of them stumbles over something that you've just tried to explain ((laughs)) you know it's not ... quite apart from the fact that they get bored and start to chatter it's just not very good use of their time really ((pause)) and what else don't I like doing ((pause)) I don't like ... doing a LOT of writing I mean I sort of like collaborative writing activities like you know those group dictations and things but I wouldn't ... I would always you know if we do writing activities I always sort of say if you want to if we do sort of like a rough draft or something then I say (so) if you want to write a final version then of course I'll mark it but you know I don't like doing that in ... in class time cause I think a lot of students think that's a bit of a waste of time	Teachers and Learners - learner needs - affective/language
			Teaching - in the Classroom - activities
			Teachers and Learners - learner needs - language/affective
229	S	writing	
	L	yeah I mean you know knowing human nature not that it necessarily is because obviously they're going to spend far more far more concentration on it in class than you know than most of them would get round to doing at home but erm not all of them I mean you just spend you can just spend rather a lot of time doing it cause it is a bit time-consuming writing ... erm what do I like doing I mean I like doing like pair work and group work and ...	Teaching - in the classroom -management
235	S	for any particular type of activity though I mean group work with any particular end or pair work with any particular end	
237	L	what do you mean ((laughter))	
	L	multiple choice ((laughs))	
238	S	well you know pair work for correct your answers to that exercise we've just done or pair work	
239	L	oh no I tell you what I do what I do I use some I get them to I get them to correct to to to compare things that they've written like last night I said to them um ... oh write down the last thing you bought you know the last type of item of clothing that you bought cos we'd just done some of the vocabulary of clothes and then when they'd written them I made them show each other and read it to each other I think that's quite good cos cos A they're naturally curious about what the other one did at least very often they are and B it's sort of quite helpful because they do actually sort	Teaching - in the classroom - activities Narrative Teachers and Learners - learner needs - affective

	<p>of ... erm correct each other or at least you know they discuss why things are right or not right I mean even if they ask you they still sort of raise the questions in their mind ... umm I think that's quite useful erm pair work well yes just for telling anecdotes and things like that I think I would use pair work more than group work though because I mean group work they can be a bit time wasting some people you know unless you get a very sort of structured group activity where they know exactly what they've got to do ...somehow it seems to be easier to sort of direct them get them going somewhere in pairs rather than in groups</p> <p>252 S so you mean you find in groups that they tend to kind of chat amongst themselves and ... and not actually do what they're supposed to be doing</p> <p>253 L well not always I mean in general I find it easier to think of things that it's easier to do in pairs rather than in groups</p> <p>((pause))</p>		<p>Teachers and Learners - learner needs - language)</p>
	<p>255 S so you I mean it seems to me that you do kind of take into consideration when you're deciding what to teach what you think the students would actually be interested in</p> <p>L ((sniggers))</p> <p>S ((laughs))</p> <p>257 L well of course ((laughs))</p> <p>((laughter))</p> <p>S stupid question</p> <p>258 L you try to you try to get them to be interested in I mean you try to think of things they'll be interested in</p> <p>S and failing that you do what you're interested in</p> <p>((laughter))</p> <p>260 L yes ((laughs)) well I mean you try you try you make an attempt to sort of you know if you know that there's some boys doing sport then you give them something about football or something I mean you try</p> <p>S even if you're not interested in it</p> <p>L well yeah I mean ... mm</p> <p>((pause))</p>		<p>Teachers and Learners - learner needs - affective</p>
	<p>263 S erm ... kind of connected with this a bit an connected with what you were saying last time you know we were talking about roles last time you were saying (you know) the teacher role and the learner role so how do you see your role in the classroom as a teacher</p> <p>((pause))</p>		<p>Teachers - role - classroom role</p>
	<p>267 L well I think it depends what sort of class cause you know the faculty class where they've got to do the exam at the end then obviously I'm sort of standing on the cattedra³⁹ and everything and you know the whole sort of</p>		<p>Teachers and Learners - different learner groups - (type</p>

³⁹ Reference to the raised dias often found at the front of university teaching rooms

- 269 S microphone in hand
L microphone in hand ((laughing)) lucidi⁴⁰ scattered round you on the floor and all that ((laughter))
- 270 L obviously there you're very much sort of what's it called erm ... what's the term ((pause))
S ((laughing)) authoritarian
- 272 L authoritarian er the authority the AUTHORITY er you know putting inputting things you know either specially with a very big group like the groups we have there's not much not really very much real opportunity for you know for them to to ask what they want to ask things umm in an evening course though you become I mean you're still sort of an authority because I mean let's face it they do expect it and like let's face it some they are quite young (some of them) ((phone rings))
S right
- 277 L yeah so they expect you to have authority in the sense that they expect you to know what you're talking about you know to sort of have complete mastery of the subject and able to explain it but they also I mean they do sort of look to you as the person who's going to find their book for them if they've lost it or something like that
S really to that extent yeah
- 281 L well you know they ((pause))
S sort of a mother a mother figure
L yeah they do really
S really
- 282 L well yes and I think it's quite natural cause that's sort of how you do perceive a teacher really isn't it if she can teach you something then she's sort of in charge I mean you know that lot with the maestri⁴¹ you know they really think that you're going to sort out the car park for them or something like that it's really quite funny
S yeah uh and do you find yourself kind of getting into that role or or do you try and resist it
- 285 L no no I no no I try and resist it cause I don't know what to do about things like that ((laughter))
- 286 L no I mean you know quite apart from the fact that it's sort of you know not what you're there for I mean you don't you just don't know what to do about it most of the time (you) just say oh I'm sorry but it's not really my job but umm I mean particularly cause in the evening courses the the students sort of are young ... and I mean they they well cause they're young I mean that you're older than them and they so they sort of they've
- Teachers and Learners - different learner groups (type)
Learners - learner participation
Teachers- professionalism - given authority
- Teachers - professionalism - given authority
Teachers - non-language resource -
- Teachers - role -
- Teachers - non-language resource - action
- Teachers and Learners - different learner groups -

⁴⁰ Overhead transparencies

⁴¹ A group of primary school teachers

	only got sort of school experience to go on and erm ... well you know they're still in the context of the university so I mean you know they always danno del Lei ⁴² and everything and maybe a few years ago they didn't ((laughing)) but they always do now ((laughter))		
	S oh dear oh dear ... but do you kind of ... I mean that's how they see you how do you see yourself I mean do you play the do you play do you think you play that role then the authority		Teachers and Learners - relationship
296	L well yeah I mean I'm obviously older than them aren't I ((laughs))		
	S well I know that but I mean just because you're older doesn't mean you have to that you necessarily play the authority but you do that's what		Teachers - professionalism - given authority
297	L well I think yeah I think a lot of people do I think that it's not only that happens in the classroom ... umm ... yeah I mean no not like ... no obviously not like I don't know telling them off or things like that cause I mean but but er well like this morning for example when we were in the ... er in the faculty lesson and erm Aula Congressi the alarm suddenly went off did you hear		
	S oh no		
302	L oh no no so all the students sort of uh uh uh you know they all started saying oh oh oh dobbiamo scappare sort of thing and I thought well you know ((laughs)) I (might) I mean it's not it's not that they're going to escape from me I'm going to escape as well ((laughter))		
304	L so no then I went out into the lobby and I said to Roberto ⁴³ what's going on and he was just the he was I think it was him that set off the alarm ((laughs)) so I went back in and I said oh no cio'e' e' solo un allarme (che si si) a problem with the alarm you know and I thought I mean I felt it it that was my job to do that I mean it's not my job to say to one of the students go and see what's going on you know cause it's just sort of ... in in that sort of situation you you're rather sort of person who's sort of deciding things (and then so) and I mean I don't know if this is what you're going to ask me yet but it's completely different to how I am in real life cause (if is) sort of if I'm with my friends or somebody else I say oh you know I don't want do it it's not my responsibility why doesn't some leader figure go and see what's wrong with the alarm so that's why I think that it's sort of you know just when you're a teacher you sort of slip into that role	Teacher as non-language resource	Narrative
			Teachers - professionalism - given authority
			Teachers - role -identity
			Teachers - personality
313	S so you find yourself as a completely different role		

⁴² The polite form of address in Italian

- as a teacher you don't recognise kind of no you can't say you don't recognise yourself cause obviously that's part of yourself anyway but
- 314 L no no it's a different a different completely role yeah I mean like if I'm like when you go out for pizzas and things with your students and I'm not necessarily talking about young ones here but I mean when you go out with stu pizzas for your students they're always surprised at how how that I don't talk very much you know cause they always think that I'm sort of like you know sort of dominating well you know the person who talks a lot and when I go out you know I don't I don't really make much of an effort very often just sort of wait for everybody else to talk and people are you know quite often surprised because they think oh you know ((laughs))
- 320 S do you think they think you talk a lot in your lessons then
- 321 L well I mean obviously you walk in and you say hello everybody ((laughing)) don't you ((laughter))
- 322 L you know you give a few instructions whereas you know if you're not a teacher I mean not being a teacher not in the role of teacher you don't sort of go round and tell I don't go round and tell everybody else what to do perish the thought ((laughter))
- 324 S yes so you see your teacher persona as a completely separate
- L umm yeah yeah I do I realise that I've got that quite strongly that thing
- S yeah that's interesting ((pause))
- L erm
- ...
- S so do you do you find I mean with your evening courses going back to the evening courses because I mean obviously it's different to the faculty courses I mean do you take more than one role with them or do you find it's different the role that you have with them to the role with the faculty students
- 328 L oh yeah it's different I mean but like just how you behave differently with different people I mean with the maestre group it's different again because they're sort of you know they know that I'm a teacher and I know that they're teachers sort of thing so its just that you know while while they're sitting in the U in the horseshoe and I'm in front then I can tell them what to do sort of thing in fact sometimes they laugh cause I say things like you know you know umm siete delle maestre indiscipline or something like that you know
- Teachers - personality
- Teachers - role - classroom
- Teachers - role - identity/
Teachers - personality
- Teachers - role - identity
- Teachers - role -
classroom roles
- Teachers and Learners
different- learner
groups
- Teachers and
Learners -
relationship

⁴³ The faculty premises officer

- and they sort of laugh because you know they know that next them it's going to be them saying it to somebody else sort of thing
- 334 S yeah what about I mean what do you think of all these kind of trendy roles that come up in the various course teacher training books you know the teacher as monitor the teacher as facilitator the teacher as I mean do you see yourself in as guide what else do they come up with do you see yourself in any of those roles or not really
- 337 L well it's not that I see myself in a role it's just something just a sort of function that you have at various points ... I don't think oh now I'll put my hat on and be a facilitator then I'll be a monitor or something you just think right now they've got to do this certain activity sort of thing so to help them I'd tell them to this or I do this

Appendix G

Metaphors used in interviews

The following metaphors from Oxford et. al (1998) were discussed with the teachers:

Teacher as:

Manufacturer

Doctor

Conduit

Nurturer

Scaffolder

Lover/Spouse

Entertainer

Delegator

Acceptor

Learning Partner

The teachers were then asked to complete the following:

Teaching is like

A teacher is like

Appendix H

Sample teacher diary entries

Below are two sample diary entries, one for each teacher. They are reproduced exactly as they were sent, with all the abbreviations and spelling, which can be explained by the fact that they were sent as e-mails.

Linda Entry Two - 13 Nov 01

Fourth incontro w police.

Same ss as before plus one v good looking young one called Elio and another one (Mirco?) comparatively ordinary, and Luca, a bit older and rather small, who had missed a couple of lessons. Some must have been missing but it, not my job to check the register - they sign in and out themselves.

SS a bit calmer today as second lesson within living memory but still fairly naughty.

Did revn of family vocab on board and focus on saxon genitive - beginners scrabbling frantically in Fri's notes to try to remember.

Then did simple present, do, does etc w TC presentation on whiteboard (pens always a prob as they dry up and are too faint - why we can't have a normal BB IDK)

Invented 2 sisters Anna rich and Betty not rich and they had to match sentences already written up on paper board at the side

Eg She lives in a big ho.

They seemed to enjoy the inventing characters bit quite a lot so must remember to resuscitate them for other target input.

SS appeared to cotton on and asked several q.s

Eg prof perchè (non) ha messo la s?

Then written ex from book unfortunately including advs of frequency - never mind I just translated them.

Then got them to write 2 or 3 sentences about a mystery person for the others to guess after doing the eg on board:

This person livès near ((*name of town*)). S/he has got two children. S/he works

in ((*name of town*)) but not at the police station. S/he speaks English very well.

The wife of Federico!

Donato's character was Luca Grandi, that nutcase who stands on a soapbox protesting at the top of his voice about the ((*name of bank*)).-He lives in ((*name of town*)). He is married. Your name is Luca - went the description. I really laughed. They were all laughing about him, IDK if they've already arrested him but he was back yesterday in piazza after a quite long enforced absence. Some of the other characters were obviously in jokes too.

After break we did colours. o revise at the same time I put up

MTTWTFS (= Monday, Tuesday etc)

ottffssente& (1,2. ..)

ROYGBIV (colours of the rainbow)

to see if they could guess series, which I was not a little surprised they did. Many CLA courses are stumped by this. There must be a police mentality.

Then we did all the colours then that thing where they have to try and remember the colour of flags photocopies from tried and trusted Opening Strats. They like that and many knew all the flags and were talking about what flag Afghanistan has etc.

Then short written ex about the article w geographical names. Luckily it had sentences about Sicily and Sardinia in it- they liked those too.

Last we watched a vise about Buckingham palace for beginners without the sound (prof ma non si sente - Corrado ma l'ha appena detto) and they correctly predicted vocab like police tourists traffic and black and red uniform Discussion in Italian about when they change guard / battalion, which Michele seemed to know w great authority.

Then it was time to go back to the office.

Gianni the separated one asked me if I did private lessons _ I said I cd give him nominativi. Corrado was laughing outside the door.

Charlotte Diary Week 2 - 21/10/01

Received 120+ diaries this week. Moragh and I were very eager to start reading them! We weren't sure how students would take to idea, when I explained during lesson about the diary couldn't really tell whether they were interested or thinking "Oddio! Ci mancava proprio questo!"

First entries included many positive reactions to diary idea – appreciation of possibility to interact with teacher, interest in idea of reflecting on own learning, in fact some seemed quite excited!

The first entry was guided because I wasn't sure how successful they would be. Most students seemed to be enthusiastic/successful in assessing their strengths/weaknesses, setting themselves objectives, and reflecting on their learning strategies.

However they didn't just write about this, entries included:

Telling us about some experience (e.g Erasmus, working in a fair)

Comments on activities done in class

Comments on moments of particular lessons

Requests/recommendations for course

Queries about grammar

New expressions they have learnt that week.

Reaction to writing a diary

Moans and groans about disorganisation of university /timetable/etc.

It is too early to say what the students will get out of it but I am sure we will get a lot of useful insight.

It is a much more effective way of getting feedback than doing a mid course q'nnaire. Students tell you more, it's more immediate and they seem to like the medium of the diary. As I said before, sometimes you really are not sure in class how they are reacting to something or if they are enjoying something. (especially quieter students)

You can also pick up on little things which you wouldn't have found out about/noticed but which are important to them.

They seem to appreciate the opportunity to interact with us on a one to one level. It is definitely a good way of getting to know them better.

Appendix I

Classroom extracts

Charlotte

- 001 T ok
 002 M no
 003 Mirco no
 004 T no it's not ok ((*laughs*)) why why not
 005 Simone because is very very stressed
 006 F ((*laughs*))
 007 T yeah also she smokes drinks coffee very
 008 bad
 009 Mirco coffee
 010 F coffee
 011 T coffee,
 012 Mirco is good
 013 T not too much { only one } or two
 014 Mirco {three four}
 015 Mirco no three four { five }
 016 T {three} four
 017 Mirco three four five six seven
 018 T yeah?
 019 Nino coffee Italian is good
 020 ((*laughter*))
 021 Nino English coffee ugh
 022 T but English coffee's (unint) Italian coffee's
 023 very strong
 024 Nino strong
 025 T yeah ... yeah ... do you erm do you
 026 smoke?
 027 Mirco no
 028 T nobody? ... Federica do you smoke
 029 ((*unintelligible comments*))
 030 T what er what time do you have dinner do
 031 you have dinner ... in the evening? what
 032 time?
 033 Mirco do you go to bed?
 034 T no what time do you eat
 035 F seven o'clock
 036 T seven o'clock? early
 037 Federica seven o'clock?
 038 T Maria what time d'you have dinner
 039 Maria I have dinner at er eight eight o'clock er
 040 T ok now with your partner ... can you ...
 041 repeat Suzy's day ok so let's just do .. an
 042 example Mirco, can you tell us picture A
 043 Mirco uhu (unint.) get up er late
 044 T yeah tell us (with) Suzy Stressed,
 045 Mirco Suzy's stressed because er she get up late
 046 T she,
 047 Mirco er ... cos'e'
 048 T ss
 049 Mirco get vuole S

050 T yeah she gets
 051 Mirco gets si si yes
 052 T ok so she gets up late er picture B e::::r
 053 Federica
 054 ((1))
 055 Federica ermm ... er
 056 ((2))
 057 T sorry cause you {you didn't (unint)}
 058 Federica { aspetta er } she
 059 make a erm no she go?
 060 T yeah { she }
 061 Federica {(unint)} she go=
 062 T =she has {a shower}
 063 Federica { she has }=
 064 T =she has a shower
 065 Federica she has a shower shower
 066 T and er Nino C
 067 Nino er she don't er aspetta (mi fai provare) she
 068 don't er er ah she don't (not) has er breakfast
 069 T ok and erm
 070 Nino or she hasn't breakfast
 071 ((sound of chalk))
 072 Nino she hasn't
 073 LL ((mumblings of 'doesn't'))
 074 Nino she doesn't
 075 ((sound of chalk))
 076 M she doesn't have
 077 ((sound of chalk))
 078 T she,
 079 Simone she doesn't
 080 T she doesn't yeah
 081 ((sound of chalk – LLs repeat 'she doesn't'
 082 quietly))
 083 T she doesn't have breakfast ... and er=
 084 Nino =ah non hasn't
 085 T because here have to have breakfast is like
 086 the Italian fare
 087 Nino ah
 088 T it's not ... possession
 089 Nino avere colazione
 090 T she doesn't have breakfast and ... Emilia
 091 picture D
 092 Emilia she goes er she goes to work,
 093 T good at erm eight thirty .. and er Simone
 094 picture E
 095 ((3))
 096 Simone she:: ... gets
 097 T good yeah she gets to work
 098 Simone she gets to work at er five to nine
 099 T good ok now can you start go back to A
 100 and could you repeat with your partner
 101 ...the day
 102 Federica um ok
 103 ((pair work starts))

Linda

001 T ok?
002 ((1))
003 T right then let's have a look we'll do
004 this one together and this one together and
005 then I'll let you do this one and this one by
006 yourselves ok so this one ooh look what's
007 happening ((*holds up book*)) what
008 vocabulary do we need una festa eh?
009 Simona a party
010 T a party and what adjective do we need
011 ((*general mumbling from LLs*))
012 Mirco loudly
013 ((*general mumbling from LLs*))
014 T loud or loudly?
015 Mirco ah no loud loud
016 T loud yes it's an adjective we can say loud
017 or we can say noisy ok? right in this picture
018 here ((*sound of knocking*)) who's that
019 ((2))
020 T who is it
021 Catia somebody knocked the the door
022 T somebody yeah knocking at the door but
023 who is it probably
024 Catia er un vicino
025 T ((*laughs*)) the:: neighbour ok
026 F °neighbour°
027 ((2))
028 T ok right it's true that she's knocking at the
029 door but in fact what she's going to say is
030 this party's too loud I'm going to call the
031 police what's she doing
032 what's the verb
033 ((2))
034 T she::'s, grrrrrrrr
035 ((2))
036 Simona hungry
037 T ok she's angry yeah that you can use that
039 as an adjective ((*sound of chalk*)) or
040 for the verb you can say she's /k/,
041 ((2))
042 T complaining
043 ((1))
044 T she's come to complain
045 ((2))((*sound of chalk*))
046 T um? she's come to complain
047 ((1))
048 T what does complain mean in Italian
049 Rita lamentarsi
050 Mirco protestare
051 T lamentarsi protestare yeah
052 ((2))
053 T she looks very angry doesn't she
054 ((1))
055 T right using so let's do a sentence with so
056 first what what will it be

057 F °the party°
 058 ((general mumbling from learners))
 059 Catia was so loud and noisy and
 060 T ((sound of chalk)) so loud and noisy
 061 Catia that e::::r the=
 062 Simona =the neighbour
 063 Catia the neigh{bour}
 064 T { the } neighbour,
 065 M complained
 066 Catia e::r
 067 T knocked on the door and,
 068 Simona complained
 069 T complained yeah it's a regular verb
 070 ((2)) ((sound of chalk))
 071 T ok so (unint.) so loud so you have noisy so
 072 plus adjective um? let's just change the
 073 first bit with such
 074 ((1))
 075 T what does it how can you say it
 076 Giuseppe he ... he
 077 Matteo it was a=
 078 Catia =it was a
 079 Matteo such loud par{ ty }
 080 Catia {such} loud and noisy party,
 081 ((2)) ((sound of chalk))
 082 Catia that er
 083 T that the neighbour complained right it was
 084 such loud party um something's missing
 085 what's missing
 086 Matteo a such loud
 087 T careful look at the rules is it a such not
 088 exactly
 089 ((2))
 090 Matteo such a loud
 091 T yes that's right such goes before the erm
 092 article goes before a so it was such
 093 a loud party um? ok?
 094 ((1))
 095 T e::rmm yeah? right now try doing the one
 096 about the beach ok yeah ask me if you
 097 need any vocabulary or or ask the other
 098 students
 099 ((pair work starts))